

Kentucky's Read to Achieve Program Yearly Evaluation Report



2017-2018 Report

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EXECUTIVE SUMMARY

In the 2017-2018 academic year, the Commonwealth of Kentucky's Read to Achieve (RTA) program provided funds to 301 elementary schools; these funds were primarily designated to hire a reading specialist who would provide KDE-approved, targeted reading interventions to K-3rd grade students who need additional reading support. New to the 2017-2021 grant cycle was a requirement that each school select a classroom teacher to take part in literacy training (referred to as the +1 initiative).

For the 2017-2018 cycle, evaluators collected student achievement data, survey data, and state collected data on RTA interventions to examine RTA's effect on **past student achievement** from the last two grant cycles (2011-2014 and 2014 to 2017), assess **current RTA student achievement** data from the 2017-2018 academic year, assess **RTA program implementation**, and review **current data collection practices** to assist in improving overall implementation.

Analysis of data in these areas reveals a number of results related to the RTA program. First, **past student achievement for schools implementing RTA for the first time** indicates a statistically significant reduction in the total number of students scoring at the lowest level of proficiency on the K-PREP reading tests. Data also suggest RTA schools have a consistently lower number of students scoring novice across years. Similarly, 3rd grade "Gap-Group" students (a grouping of students representing groups of students who traditionally underperform on standardized tests) from RTA schools score better on K-PREP than from non-RTA schools.

Of the 10,820 students directly served, a reported 40% of them "successfully exited" intervention services. **Current RTA student achievement** data for students across primary grades (K-3rd) showed continued growth in yearly gains on Measures of Academic Progress, with greater growth than national norms across all primary grade levels. **Analysis of RTA program implementation** data indicates most schools used the Comprehensive Intervention Model, Leveled Literacy Intervention, and Reading Recovery (grade 1), or a combination of programs determined to appropriately meet the needs of the students served. These data also show RTA students represent a high number of students from lower socioeconomic backgrounds.

Data also show some areas that should be further examined in efforts to improve the RTA program. First the newly adopted +1 initiative may need to be further refined in terms of tasks and teacher's role to improve implementation in the eyes of local shareholders. Second, **analysis of data collection practices** show inconsistencies exist in shareholders understanding of data entry selection options. Specifically, RTA teachers disagree what selecting "successfully exited intervention" means in Intervention Tab (the online platform where RTA teachers enter records about intervention).

Based on these findings, evaluators suggest that KDE and the advisory council consider the following recommendations. First, recognizing the +1 initiative was in its first year in 2017, the +1 initiative may benefit from further explanation to provide the next round of +1 teachers more clarity on their roles. Second, KDE should examine data entry options in intervention tab to improve teacher understanding.

Taken together, these findings suggest that the RTA program as implemented matches the RTA program as designed, that the students receiving services are improving in reading, and that RTA schools have less students scoring at the lowest levels on standardized testing when compared to non-RTA schools. The following report outlines in more detail the evaluation findings of the 2017-2018 year and provides recommendations and future evaluation plans.

INTRODUCTION

The Read to Achieve program (RTA) was established in 2005 by the Kentucky General Assembly to support students' reading proficiency by the end of the primary grades. Since its inception, the RTA fund has awarded renewable, two-year grants to schools primarily to hire an intervention teacher who provides short-term intensive instruction to students who struggle with reading. The Read to Achieve Act of 2005 replaced former legislation that created the Early Reading Incentive Grant Program, which had been in place since 1998. Appendix A provides further background on the program, its requirements, and its funding history.

The Kentucky Read to Achieve (RTA) Program funds the implementation of research-based reading diagnostic and intervention programs in Kentucky K-3 classrooms (Kentucky Department of Education). Grantees are required to provide a highly trained reading intervention teacher, implement research-based reading intervention programs, and participate in professional development. The 2017-2021 grant cycle is unique from past cycles in that it requires each RTA school to select a traditional classroom teacher (called a "+1 Teacher") each year to take part in literacy training and participate in literacy leadership activities at their schools. The grant is funding 301 schools for the 2017-2018 school year.

Per KRS 158.792, the Kentucky Department of Education is responsible for providing a report outlining use of grant funds and the effectiveness of the intervention programs employed in Read to Achieve. As per KRS 164.0207, the Collaborative Center for Literacy Development (CCLD) is charged with creating a comprehensive research agenda and an evaluation report to assess the impact of various reading and intervention programs for student achievement in reading. The evaluations of the RTA program have focused on how grant funds are being used in the schools, as well as their impact. Historically, various research methods have been used to address these topics, including online surveys of relevant school personnel (RTA interventionists, classroom teachers, and administrators), site visits, and phone interviews with school staff members as well as analyses of students' score growth on assessments of reading achievement.

CURRENT EVALUATION OVERVIEW

Since 2014, CCLD has contracted with the Evaluation Center at the University of Kentucky to assist in the development and the implementation of the required evaluation. In addition to exploring the RTA program's impact on student reading achievement, this evaluation has an additional use of providing the Kentucky Department of Education (KDE) administrators and the RTA Advisory Council formative feedback to improve the RTA program during implementation.

The 2017-2018 school year began a new grant cycle for the RTA program. As previously noted, in addition to the hiring of an interventionist, this grant cycle requires each RTA school to select a different classroom teacher each year - referred to as "+1 Teacher"- to take part in literacy training to build overall literacy capacity in RTA schools. In response to this addition to the grant, as well as the continued focus on program efficacy, the Evaluation Center and CCLD have developed an evaluation plan that spans the entire grant cycle, beginning academic year 2017-2018 and ending

academic year 2020-2021. Each year, the evaluation team will focus on specific questions designed to build toward the evaluation's three primary goals:

- I. Student Achievement: Explore the impact of interventions through the RTA program on reading outcomes.
- II. +1 Initiative: Assess the impact of the +1 Program on student achievement across RTA schools, on shareholder perceptions of the RTA program, and on school literacy capacity.
- III. Fidelity of Implementation: Provide formative feedback and develop measures throughout the grant cycle to assist KDE in improvement of programmatic implementation.

The evaluation will use multiple data sources to explore these goals, including shareholder surveys (RTA teachers, +1 Teachers, classroom teachers, and administrators), diagnostic screener assessment data, K-PREP scores, and Intervention Tab data.

EVALUATION QUESTIONS

The first year of the overarching evaluation plan looks back at the previous grant cycle to explore programmatic impact on student achievement. This will inform the overall impact analysis of the current grant cycle. Additionally, year 1 focuses on gathering baseline data, exploring current student achievement, working with KDE to document a logic model of the program, and providing formative feedback for improved implementation. The research questions guiding the evaluation are as follows:

- 1.1 What did student achievement look like in RTA schools in the previous grant cycle (2013-2017) compared to non-RTA schools?
- 1.2 What does current RTA student achievement look like?
- 1.3 How are grant funds being used, in relation to how the grant RFA stipulates use?
- 1.4 How can data collection practices be more streamlined for teachers and more accurate for reporting?

See Appendix B for the full, detailed research plan.

METHODS & DATA SOURCES

The current evaluation utilized multiple data sources to look at how the RTA program was implemented and to provide indicators of program efficacy. Quantitative and qualitative data were used to provide a thorough description of the RTA intervention. Data sources included: surveys of relevant school staff members, student assessment scores from the Northwest Evaluation Association (NWEA), K-PREP novice scores, K-PREP gap group figures, school report cards, and the state-sponsored intervention tab database. Data collection instruments are described below.

RTA Teacher Surveys: RTA teachers were administered three surveys over the course of the 2017-18 school year.

- **October 2017:** KDE emailed a survey to the RTA teacher in each of the 301 participating schools. The survey assessed implementation specifics and teacher perceptions of program efficacy in

their school. This survey also provided baseline data for this grant cycle, allowing evaluators to track changes over the course of the grant. The survey yielded 306 responses with five schools submitting more than one completed survey. For these five schools, the most recently submitted response was retained, reducing the data set to a total of 301 responses.

- **January 2018:** KDE emailed the survey to the RTA teachers in January of 2018. This survey assessed implementation, understanding of Intervention Tab use, and teacher self-efficacy. Of the 301 teachers who received the survey, 298 submitted responses, for a response rate of 99%.
- **May 2018:** KDE emailed the survey to all 301 RTA teachers in April of 2018. The evaluators removed duplicate responses; if duplicate entries were complete, the most recent entry was retained. This yielded a total of 277 responses, for a response rate of 92%.

+1 Teacher Surveys: The 301 classroom teachers serving as “+1” teachers for 2017-18 were administered three surveys over the course of the year.

- **June 2017:** KDE emailed designated +1 Teachers a survey prior to their required intensive summer literacy training to collect baseline data about the teachers’ classroom experience, previous training experiences, as well as their perceptions of RTA and what teachers hoped to gain from the training. Evaluators received 248 unique survey responses representing 244 schools. Four potentially duplicate responses were submitted. The decision was made to retain the most recently submitted responses.
- **January 2018:** KDE emailed all +1 Teachers an additional survey in January to gain more comprehensive information on +1 teacher demographics, experience, prior training, and perceptions of the RTA program. Evaluators received 282 responses, for a response rate of 93%.
- **May 2018:** KDE emailed the survey to +1 Teachers in May 2018. The responses were cleaned for duplicate data: if duplicates were found, the most complete entry was retained. If both entries were complete, the most recent entry was retained. This yielded 230 responses, for a response rate of 76.4%.

Classroom teacher survey: Classroom teachers at participating schools were emailed links to the survey by their RTA teacher in April 2018. With classroom teacher surveys, multiple entries were possible for each school and thus expected in this data set. Evaluators received 748 responses. As the total number of teachers solicited to participate is unknown, the response rate cannot be calculated. The survey included demographic information such as teacher experience and prior training, as well as their perceptions of the RTA teacher and +1 Teachers in their school and the RTA program itself.

Administrator survey: In April 2018, KDE emailed the survey to the principals of each participating school. Evaluators removed four incomplete entries from the data set for a total of 113 responses, yielding a response rate of 37.5%. This survey explored grant implementation and administrators’ perceptions of the RTA program and +1 initiative.

MAP student achievement scores: Fall 2017 and Spring 2018 assessment scores for Kentucky students in Kindergarten through 3rd grade were provided by the Northwest Evaluation Association (NWEA). The RTA

student achievement data included in this evaluation were gathered from schools that administered the NWEA MAP reading assessment (N=180), approximately 59.8% of RTA schools. Evaluators obtained written approval to collect MAP data from the 82 school districts serving these schools. The analysis included all RTA students that received a fall and spring MAP score (n=5980). The growth scores for the 2017-18 school year were calculated. The 2015 national growth norms provided by NWEA are included. Note that because of the nature of the national growth norm calculations, they are reported only as a frame of reference.

K-PREP Novice percentages: The KDE website makes available the Kentucky Performance Rating for Educational Progress (K-PREP) data for the years 2011-2017 for elementary schools in the state of Kentucky. Each school's percentage of scores falling into the Novice range was isolated, and all missing values were removed from the data set. The data were sorted into three conditions: Cohort 1 (n= 256) consisted of those schools who had participated in the RTA grant during the 2011-2014 and the 2014-2017 grant cycles; Cohort 2 (n=56) consisted of those schools who were new to the RTA program in the 2014-2017 grant cycle; and Cohort 3, or the comparison group, consisted of all other schools in the KPREP data sets analyzed (AY 2011-2012 to AY 2016-2017) who did not participate in the RTA program. Comparison group cohort n varies each year because the sample size varies.

State-sponsored intervention database: As part of the RTA grant, schools were asked to record and track student information in a KDE-sponsored online portal, Infinite Campus. Using the Intervention Tab feature of Infinite Campus, RTA teachers recorded information related to student entry/exit dates, duration of the intervention, and the intervention program used. The state Division of School Data Services provided data for RTA students in Kindergarten through 3rd grade for the 2017–18 school year (N = 12,124). The data also included students who had received services in an RTA school but had since moved to a non-RTA district.

Evaluators then cleaned the data based on the following criteria:

- Criterion 1: Removed students with math in “Content” column unless an RTA or reading intervention was listed under “MaterialsCode1” column
- Criterion 2: Removed exact duplicate lines, keeping more recent entry
- Criterion 3: Merged duplicate for students that moved schools during the year or for students that participated in multiple interventions.
 - Combined interventions if different
 - Combined total number of hours in intervention(s)
 - Used most recent outcome for “StudentResults” column
 - Used most recent outcome for “TierStatus” column
- Criterion 4: Deleted incomplete duplicate lines where the majority of columns were listed as “NULL”

Following this process, the final student data set included 10,820 RTA students.

LIMITATIONS

The current study yielded significant and valuable information about the impact of the RTA program on schools and students. Still, the study has several noteworthy limitations. These limitations include the lack of a common reading assessment at RTA schools, issues with the data entered in Intervention Tab (i.e. incomplete and duplicate entries), and the use of non-grant approved interventions by RTA teachers.

No Common Assessment. To explore student outcomes, the current evaluation used MAP assessment data which was the best available option. No state assessment exists for grades K-2, and the 2017-18 3rd grade K-PREP data are not released until mid-Fall 2018. Of the diagnostic screeners, MAP is the assessment used most consistently. However, as not all RTA schools administer the MAP assessment and some school districts that use MAP did not agree to share their MAP assessment data, the outcome analyses did not include all RTA students. In addition, students' fall assessment scores do not necessarily reflect pre-intervention literacy skills and spring assessment scores do not necessarily reflect post-intervention literacy skills since RTA students begin and end interventions at differing points during the school year. Still, this measure does provide a snapshot of student growth in the absence of a common measure.

Intervention Tab Issues. This was the fourth year RTA teachers were required to enter RTA program data on the Intervention Tab of Infinite Campus. While the Kentucky Department of Education has made a concentrated effort to educate teachers on Intervention Tab data entry procedures including providing instructions through an Intervention Data Standard document and a webinar on the Kentucky Department of Education website, issues with data entry were still noted. Some data were incomplete, which posed limitations on certain data analyses. Also, some data did not seem plausible, so it is possible some data were entered inaccurately, or teachers were confused about what to enter.

Impact Analysis. This report includes exploratory analyses of past K-PREP data. The available data allow for the exploration of trends, but do not support causal claims. Because RTA is a targeted program, students are not randomly assigned to RTA or non-RTA schools. Furthermore, schools have autonomy in how they administer the intervention, so the intervention looks different school to school. While participant matching would provide a more focused look at the intervention's effect on individuals, this was not feasible within the current funding parameters.

2016-2017 REPORT SUMMARY

The previous report presented findings related to the RTA program's overall functionality. Evaluators reassessed core evaluation questions about the program, incorporating new data sources and revised data collection methods. The major findings and recommendations from this report are summarized below.

Major Findings:

- Participants perceived the program as highly effective and functional. Participants said the program had a positive impact on both individual student learning and on the schools' literacy programming as a whole.
- The 2016 Desk Audit encouraged participants to consider efficiencies- both in the program and in their implementation of it.
- Challenges of the RTA program included being unable to serve every student in need of RTA services and that data entry in the Intervention Tab occasionally appeared inconsistent or incorrect.
- A greater percentage of RTA students successfully exited from the intervention than in previous years of the grant cycle.
- In 2016-17, RTA students in kindergarten through 2nd grade showed greater growth in their MAP scores than the previous two years.

Recommendations:

- Increase focus on training and professional development for RTA teachers as well as regular classroom teachers.
- Offer additional training(s) for Intervention Tab use.
- Offer more leadership training opportunities for RTA teachers and administrators.
- Consider developing and funding a yearly leadership conference for RTA shareholders.
- Examine opportunities to expand funding to RTA schools.
- Encourage use of a shared primary reading assessment in RTA schools.

CURRENT YEAR EVALUATION RESULTS

For this report, the evaluators explored student achievement in previous grant cycles, current student achievement, program implementation, and current data collection practices in RTA. Evaluation activities for the current report include:

- Assessing RTA schools' novice reduction on K-PREP scores as compared to an aggregated grouping of peer schools.
- Assessing fall to spring growth in MAP reading scores as compared to national growth averages.
- Exploring Intervention Tab exit data.
- Developing a logic model of the program using the KDE-developed Request for Applications (RFA) for the new Read to Achieve grant cycle. (See Appendix C for the logic model visualization).
- Soliciting feedback on current data collection practices to assist KDE with improving overall data collection and to improve reliability of results.
- Soliciting feedback from RTA school shareholders about their school's current literacy capacity.

Data Sources:

- K-PREP novice reduction rates & gap group scores were used to identify patterns in student achievement during the previous grant cycle.
- MAP scores, MAP national averages, and Intervention Tab exit data were used to explore current student achievement during the 2017-2018 school year.
- The logic model, Intervention Tab data, and survey responses were used to describe implementation.
- Survey responses were used to explore perceptions of literacy capacity, establish baseline data for the +1 initiative, and explore data collection practices. (See Appendices D-X for the full surveys and responses).

WHAT DID STUDENT ACHIEVEMENT LOOK LIKE IN RTA SCHOOLS IN THE PREVIOUS GRANT CYCLE (2013-2017) COMPARED TO NON-RTA SCHOOLS?

This evaluation question serves a twofold purpose. First, it explores program efficacy – does the RTA program have a noticeable impact on student achievement scores. Second, it establishes a baseline for school level performance which will allow evaluators to explore the impact of the +1 initiative and other changes on student achievement. The evaluation looks at two conditions: 1) How new RTA schools performed before and after receiving the grant and 2) How established RTA schools' performance compares to non-RTA schools. See Appendix C for a more detailed break-down of the K-PREP data analysis.

Evaluators used data from the Kentucky Performance Rating for Educational Progress (K-PREP) test, the state's annual standardized system for measuring student achievement in grades 3-8. K-PREP data were chosen because this is the only assessment administered by every school in Kentucky. K-PREP scores designate students in one of four groups, ranked from lowest to highest in terms of achievement: Novice, Apprentice, Proficient, Distinguished. K-PREP also provides data on subpopulations of students based on racial demographics, socioeconomic status, and English Learner status. In addition, K-PREP provides scores for a list of students called "gap-group" students: this group of students is a non-duplicated grouping of students who historically score low compared to their peers; this group consists of racial, socioeconomic, and English learner status combined. Scores are also broken out by grade or by school. K-PREP scores from 3rd grade students were used in this evaluation, as this is the first students take the assessment, and it coincides with the culmination of the RTA intensive instruction. The scores are analyzed at the school level, rather than individual student performance, to examine the school's ability to foster growth for all primary students in the school. The evaluation focuses on the Novice scores because tracking the number of "novice" students suggests how many total students are struggling.

Comparisons of K-PREP data before and after the introduction of RTA suggest that RTA had a statistically significant positive effect on reducing the percentage of students scoring Novice on K-PREP, for all students and specifically for gap-group students. Novice percentages for schools new to the RTA program for the 2014 grant cycle were examined as markers of program efficacy. Data from the 2011 grant cycle (2011-2014) served as the pre-RTA condition while data from the 2014 cycle (2014-2017) served as the post-RTA condition. A Paired Samples T-test was conducted to measure the difference between the means

for these two conditions for both the entire school and for gap group students. The all-student analysis showed a statistically significant difference between the pre-RTA ($m=28.07$, $sd=12.03$) and the post-RTA ($m=25.27$, $sd=10.57$) scores; $t(56)=2.80$, $p=0.01$. Cohen's $d=0.355$, suggesting the practical effect size is small. Below, mean 3rd grade K-PREP percent novice scores from 2011-2012 to 2016-2017 for schools who received RTA for the first time in 2014-2015 are graphed. Note that the dip in novice scores is reflected for 3rd grade schools across the state.

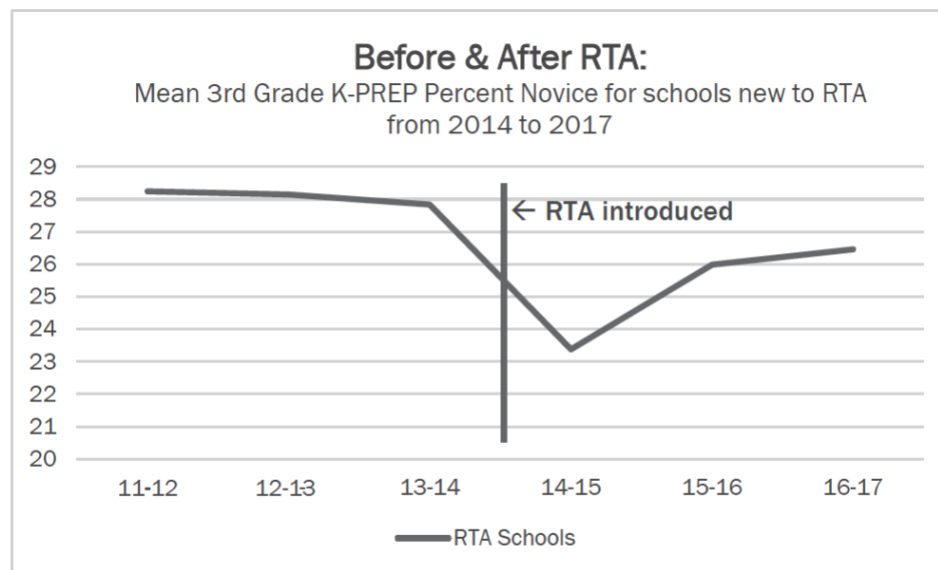


Figure 1: Schools' average Novice scores over time.

There was also a significant difference between the Gap group pre-RTA ($m=35.55$, $sd=11.75$) and post-RTA ($m=28.95$, $sd=10.32$) conditions; $t(56)=3.60$, $p=0.002$. Cohen's $d=0.450$, suggesting a moderate practical effect size. These findings suggest that the RTA program had a statistically significant effect on student achievement, and that this effect is stronger for struggling readers than for readers at or above grade-reading levels. It is important to note that the data and analyses preclude any assumption of causality; unidentified lurking or confounding factors may be influencing this effect.

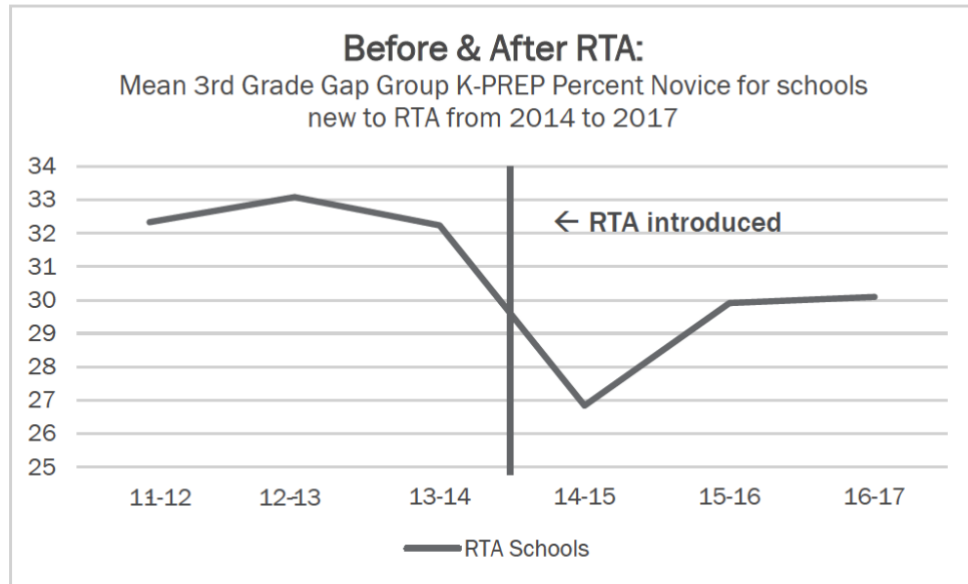


Figure 2: Schools' average Novice scores over time.

Comparison of third grade K-PREP data for schools who had RTA from 2011 to 2017 to non-RTA schools shows RTA schools consistently had a lower percentage of students scoring novice and a lower percentage of gap group students scoring novice on K-PREP. As can be seen in the figure below, schools who had received the RTA grant prior to the 2015 grant cycle performed as well or better than schools that did not have the RTA program. Note, not all students are represented in the chart as schools who received RTA for the first time in 2014 (Cohort 2) were excluded from this comparison.

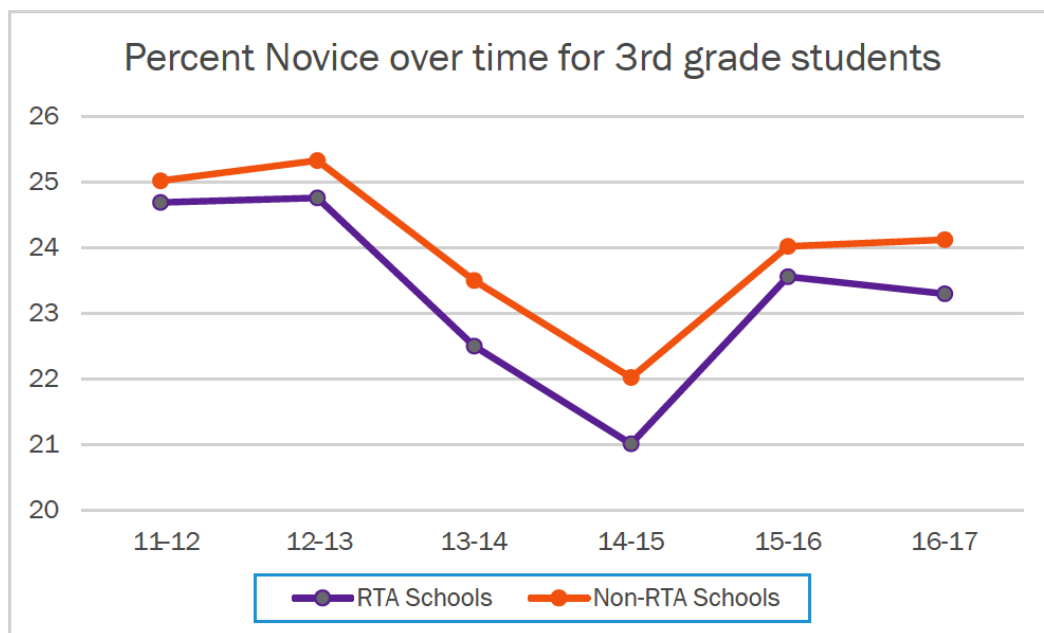


Figure 3: Schools' average Novice scores over time.

RTA schools' student achievement is even more apparent in the performance of Gap group students. Again, comparing schools who had RTA from 2011 to 2017 with schools who did not have RTA during that period. Students who fall into the Gap group of demographics show more improvement than their non-GAP peers. Note, not all gap group students are represented in the chart as schools who received RTA for the first time in 2014 (Cohort 2) were excluded from this comparison.

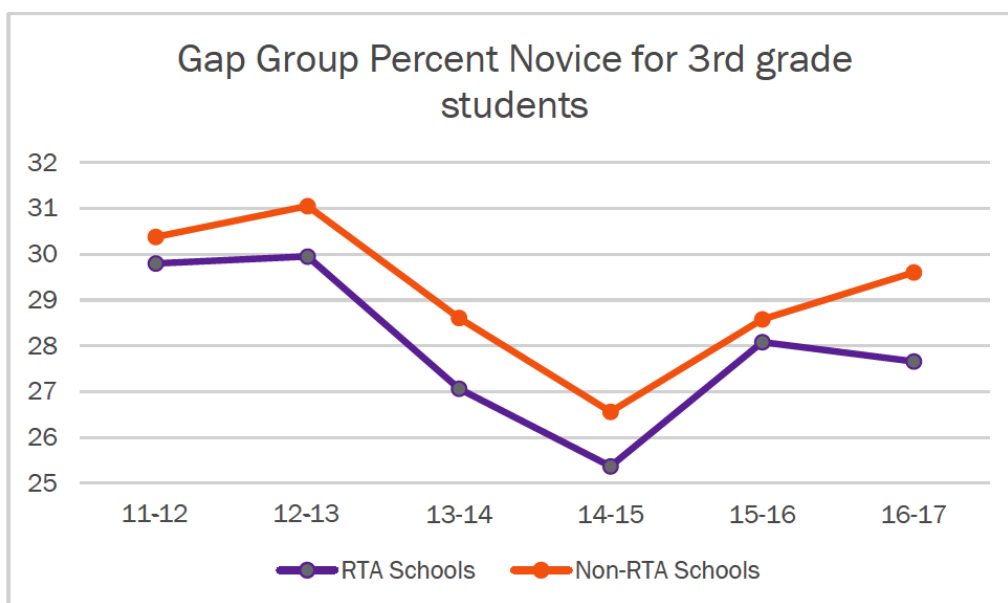


Figure 4: Schools' Gap group average Novice scores over time. RTA school and Non-RTA schools aggregated by evaluators.

Figure 4 shows RTA schools who had RTA consistently from 2011 to 2017 have consistently had fewer Gap group students score in the Novice range of K-PREP than either non-RTA schools or the state average. As students must score below average on a universal screener to be eligible for RTA services, this data suggests participation in the RTA program has a positive impact on student achievement, especially with students who fall into the Gap group. However, due to the nature of the program, we cannot make any assertions about the significance of the difference between RTA schools and non-RTA schools. Tests of significant difference between the groups assume randomized control trial conditions wherein subjects would be randomly assigned to each condition group. As the circumstances of this evaluation does not allow for such random assignment, the analysis cannot control for potential selection bias. Therefore, descriptive statistics only are being reported here.

Taken together, the K-PREP data shows that schools participating in the RTA program on average perform better than schools without RTA and the state average. Struggling readers falling into the Gap group classification appear to especially benefit from RTA.

WHAT DOES CURRENT RTA STUDENT ACHIEVEMENT LOOK LIKE?

STUDENT DEMOGRAPHICS

During the 2017-2018 school year, RTA teachers served 10,820 individual students. To assess student achievement, MAP data were collected for students with both Fall and Spring MAP scores (n= 5980) which represents 55.27% of all RTA students. While only 55.27% of students are assessed using MAP data, the demographic breakdown of MAP students provides a representative sample of the entire population. The following tables provide demographic breakdowns of all students receiving RTA intervention and the demographic breakdown of all students taking MAP.

Grade	All RTA students		RTA Students taking MAP	
	Number	Percent (%)	Number	Percent (%)
Kindergarten	2161	19.97	1184	19.80
1 st grade	4592	42.44	2427	40.59
2 nd grade	2564	23.70	1507	25.20
3 rd grade	1503	13.89	862	14.41

Race/Ethnicity	All RTA Students		RTA Students taking MAP	
	Number	Percent (%)	Number	Percent (%)
American Indian, Alaskan Native, Hawaiian Native, or Pacific Islander	18	0.17	4	0.04
Asian American	60	0.56	33	0.6
Black/African American	983	9.09	420	7.0
Hispanic/Latino	938	8.67	577	9.6
Two or more races	507	4.69	287	4.8
Caucasian/White	8314	76.84	4659	77.9

Gender	All RTA Students		RTA Students taking MAP	
	Number	Percent (%)	Number	Percent (%)
Girl	5062	46.78	2808	47.0
Boy	5758	53.22	3172	53.0

SES Indicator	All RTA Students		RTA Students taking MAP	
	Number	Percent (%)	Number	Percent (%)
Free Lunch	8186	75.66	4427	74.03
Reduced Price Lunch	342	3.16	213	3.56
Full Price Lunch	2292	21.18	1340	22.41

Other Factors	All RTA Students		RTA Students taking MAP	
	Number	Percent (%)	Number	Percent (%)
English Language Learner	702	6.49	439	7.3
Special Education Learner	3035	28.05	1685	28.2

Table 1. Demographic breaks of all students (N=10,820) and students MAP scores were collected from (n=5980).

As the data above indicated, the student sample for the MAP data used in this evaluation is representative of the overall RTA student population.

MAP DATA

The 2016-2017 evaluation analyzed the growth scores of RTA students with MAP scores (40.16% of total RTA students). The analysis revealed each RTA grade had mean growth scores above the national norm. Kindergarten growth was 18.5, 1.4 points above the national norm growth score. 1st grade growth was 17.5, 0.7 points above the national norm. 2nd grade growth was 18.4, 4.4 points above the national norm. Finally, 3rd grade growth was 13.6, 3.3 points above the national norm.

Analysis of MAP data for RTA students indicated that over the 2017-2018 school year, RTA Kindergarten students grew an average of 19.21 points. This growth score is 2.1 points above the national norm mean growth of 17.1 and 0.7 points greater than RTA Kindergarten student growth in the 2016-17 school year (18.5 points). RTA students in the 1st grade grew an average of 17.3 points. This growth score is 0.5 points above the national norm mean growth of 16.8 and is comparable to the 2016-17 1st grade growth score (17.5 points). Students in the 2nd grade grew an average of 16.03 points, 2.03 points above the national norm but less than the 2nd grade RTA student growth in 2016-17 (18.4 points). Students in the 3rd grade grew an average of 14.35 points, 4.05 points above the national norm. The 2017-2018 growth was 1 point higher than the 2016-2017 growth (13.6 points). Statistical analysis in software SPSS also indicate that the mean growth scores for the sample of RTA students closely match the expected mean of the entire population of RTA students. These results are shown in Table 1.

<i>Grade</i>	<i>N</i>	<i>Mean Growth RTA Students (SD)</i>	<i>Mean Growth National Norms (SD)</i>
<i>K</i>	1184	19.21 (10.36)	17.1 (8.11)
<i>1</i>	2427	17.3 (9.85)	16.8 (8.09)
<i>2</i>	1507	16.03 (10.89)	14 (8.20)
<i>3</i>	862	14.36 (10.32)	10.3 (7.59)

Table 2. RTA Student MAP Growth and Nationally Normed Mean MAP Growth (n=5980).

MAP average growth scores were also calculated for each of the above demographic groupings.

MAP mean growth by Demographic and Grade		
Caucasian	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	931	19.39 (10.4)
1 st Grade	3995	17.04 (9.66)
2 nd Grade	1170	16.46 (11.15)
3 rd Grade	664	14.49 (10.45)
Black/ African American	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	82	18.96 (11.44)
1 st Grade	173	18.54 (10.14)

2 nd Grade	110	15.48 (10.99)
3 rd Grade	55	15.71 (9.53)

Hispanic/Latino	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	98	17.56 (8.27)
1 st Grade	227	18.63 (10.57)
2 nd Grade	157	13.44 (8.84)
3 rd Grade	95	14.31 (9.56)

Two or More Races	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	165	20.13 (9.2)
1 st Grade	113	16.70 (8.25)
2 nd Grade	63	15.33 (9.76)
3 rd Grade	47	15.30 (10.94)

Asian	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	Not enough students to report data.	
1 st Grade	Not enough students to report data.	
2 nd Grade	19	17. (14.45)
3 rd Grade	Not enough students to report data.	

Native/Indigenous	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	Not enough students to report data.	
1 st Grade		
2 nd Grade		
3 rd Grade		

Boys	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	437	19.34 (10.36)
1 st Grade	822	17.24 (9.85)
2 nd Grade	1248	16.03 (11.27)
3 rd Grade	662	14.64 (10.78)

Girls	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	522	19.04 (10.36)
1 st Grade	1177	17.37 (9.87)
2 nd Grade	683	14.08 (10.42)
3 rd Grade	423	14.05 (9.82)

English Learners	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	75	17.23 (9.84)
1 st Grade	192	18.64 (9.27)
2 nd Grade	109	14.19 (10.71)
3 rd Grade	60	13.44 (9.94)

Special Education Learners	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	359	17.62 (11.10)
1 st Grade	665	15.91 (9.90)
2 nd Grade	445	14.27 (11.22)

3rd Grade | 213 13.14 (9.65)

Reduced Lunch	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	49	20.67 (9.84)
1 st Grade	88	17.1 (9.27)
2 nd Grade	44	13.87 (10.71)
3 rd Grade	29	18 (9.94)

Free Lunch	Number of Students	Mean Growth (Standard Deviation)
Kindergarten	870	18.86 (10.38)
1 st Grade	1809	16.93 (9.72)
2 nd Grade	1086	15.47 (10.90)
3 rd Grade	659	13.90 (10.28)

Table 4. MAP growth scores broken down by demographics.

Another measure of student performance was drawn from the Intervention Tab data. These data indicate 40.3% of RTA students successfully exited an intervention over the course of the school year, 15.8% graduated to another intervention, and 30.2% of students will continue in the same intervention at the beginning of the next school year. Less than 1% of students served exited RTA services without meeting their reading goals. Furthermore, 53.3% of RTA students progressed to the Tier 2 designation over the course of the year, with an additional 1% progressing to Tier 1. These data suggest that students receiving RTA services are seeing improvements in their reading performance.

<i>Intervention Progress</i>	<i>Percentage of Students</i>
<i>Successfully exited</i>	40.3
<i>Graduated to another intervention</i>	15.8
<i>Continue in same intervention</i>	30.2
<i>Exited without meeting goals</i>	<1.0
<i>Progressed to Tier 2</i>	53.3
<i>Progressed to Tier 1</i>	1.0

Table 5. Student intervention outcomes from Intervention Tab data.

Intervention Tab data on successful exiting was also compared to MAP data to assess if successfully exiting equated to higher MAP scores. For students who successfully exited that took MAP (n=2366), the average growth score was 19.98. For all other students who received MAP (those listed as “graduated to another intervention, continued in same intervention, exited without meeting goal, other, or blank; n=3183) the average growth score was 14.94.

WHAT SHOULD PROGRAMMATIC IMPLEMENTATION LOOK LIKE?

Part of the purpose of the evaluation is to describe the use of grant funds. This requires a clear, consistent understanding of grant guidelines. Data from the 2016 Desk Audit and qualitative survey responses suggest that not all participants have a clear understanding of implementation expectations. To address these inconsistencies, the evaluators closely examined the specific requirements set forth in the grant Request for Applications (RFA). Using the RFA requirements, a logic model of the program was developed to provide RTA shareholders a visual representation of the program and to assist shareholders in thinking

through elements of program implementation. Finally, using the RFA-based logic model, the data collected for the 2017-2018 evaluation was analyzed to assess the extent to which programmatic implementation is aligned to program design. This analysis of current implementation is intended to assist KDE and school shareholders in improving future implementation of the program.

RTA REQUEST FOR APPLICATIONS (RFA) IMPLEMENTATION REQUIREMENTS

Interventions: The RFA stipulates reading interventions must be:

- “reliable, replicable, [and] evidence-based,”
- “offer short-term, intensive instruction in essential skills necessary for reading proficiency,”
- and be “delivered one-on-one or in small groups.”

Interventions with a “set exit” or are year-long do not meet grant criteria. The interventions currently approved by the grant include:

- Early Intervention in Reading (EIR),
- Reading Recovery *must be accompanied by a small group intervention,
- Comprehensive Intervention Model (CIM) *must be used with Reading Recovery, and
- Fountas & Pinnell Leveled Literacy Intervention (LLI)

Schools may submit an amendment to KDE requesting to use an intervention other than those listed above provided they have data indicating the interventions above have been unsuccessful or fail to meet their students’ needs.

Teachers: Reading Intervention Teachers (RTA teachers) “must be highly-trained/qualified certified primary teachers with at least three-years of experience. Preference will be given to teachers with previous experience in the primary grades and/or have or are working towards a master’s degree in reading/literacy.” RTA teachers must spend “greater than half of their time delivering intensive interventions to RTA students. Their remaining time may be spent providing interventions to other students or providing [literacy-related] support to other teachers.” RTA funded intervention teachers may NOT be part-time or half-day teachers; substitute teachers; staff; regular classroom teachers; instructional assistants; emergency certified teachers; or interns.

RTA Grant Funds: Grant funding may be used to implement reading intervention programs for struggling primary-grade readers and to provide salary for the RTA teacher, provided they meet the above requirements. Funding may also be used for professional learning experiences for the RTA teacher and teachers on the school reading team, including registration fees and travel expenses, as well as purchasing materials directly-related to and necessary for the interventions provided. Grant funds CANNOT be used to purchase a reading program for the entire population; fund salaries for non-RTA teachers, staff, or administrators; cover administrative or indirect costs; capital expenditures; purchasing furniture; or to purchase food.

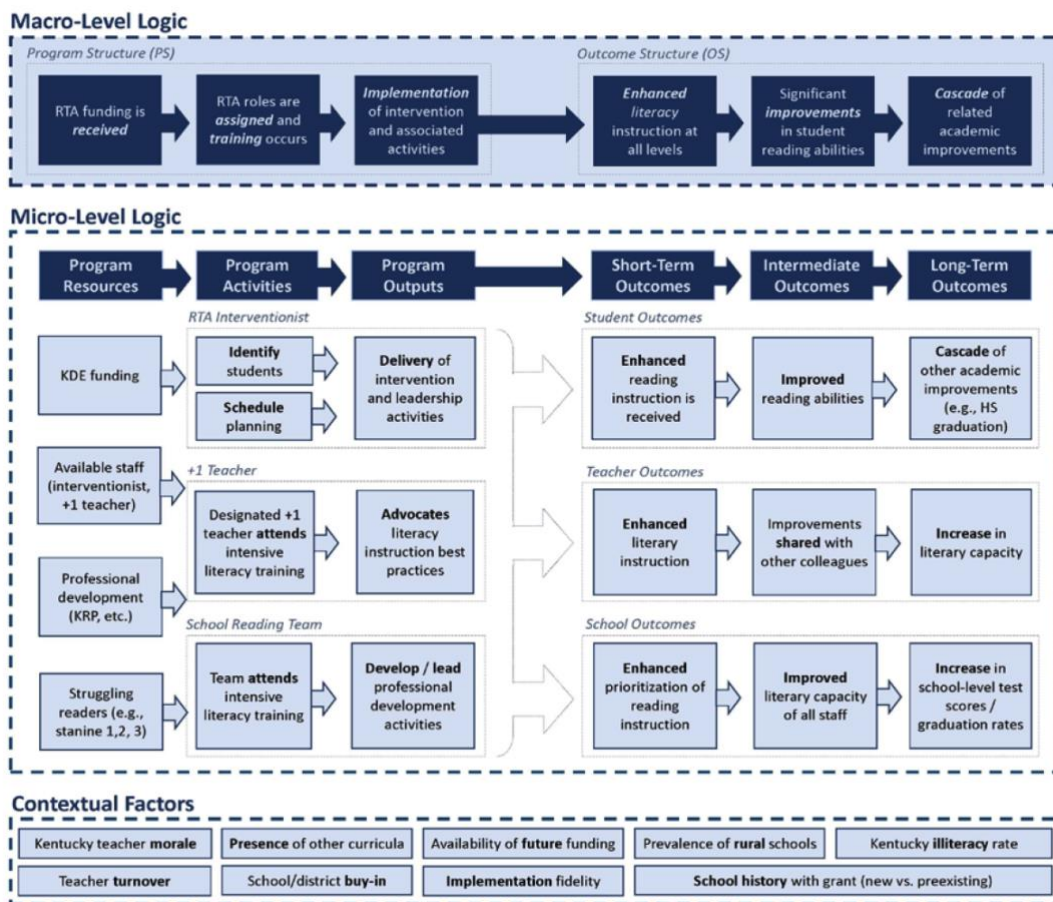
School Reading Team: Participating schools must have or develop a school reading team. The team must include the RTA teacher, school principal, and a classroom teacher who has exhibited exemplified service in literacy and committed to participation (the +1 Teacher). Team members must attend a professional learning experience provided by KDE each fall. The RTA teacher must attend at least one conference, and all members must participate in professional learning experiences throughout the year. The +1 Teacher must be available for collaboration and co-teaching with the RTA teacher. Additionally, the team should lead professional development activities in their school to build literacy capacity.

Assessments: Students being served by RTA must be “initially identified using a universal screener.” Students are considered eligible for RTA services if they score “below average.” RTA teachers must record information on intervention services in Intervention Tab for each RTA student. This data includes “intervention program used, tier movement, and service results.”

The RFA states that it intentionally leaves some areas vague or undefined in order to allow schools and RTA teachers to tailor their chosen intervention and other aspects of implementation to best fit the needs of their students. It establishes guidelines without imposing an overly structured or manualized plan that may not meet the needs of every school.

LOGIC MODEL

Based on the information found in the RFA, the Evaluation Center developed a logic model to map RTA’s program activities, intended outcomes, and goals. A logic model is a visual representation of the workings of a program, designed to explain how resources (inputs) go into a program and activities are executed, resulting in tangible outputs and specific program goals (outcomes). Logic models are intended to assist program managers, shareholders, and evaluators in ensuring a program is performing as intended by helping all shareholders think through how a program is meant to function and what specific activities may lead to specific outcomes. This logic model represents the work of the Evaluation Center based strictly on the RFA, and it is intended to be an exploratory activity to assist in developing a better understanding of the program. The visual representation of the logic model developed by the evaluators is represented below:

Read to Achieve (RTA): Program Logic Model**Summer 2018****Figure 5. Logic model developed Summer 2018**

The logic model has two tiers: a “big picture” tier delineating the larger scale actions of the grant and a “detailed” tier that depicts how the “big picture” is meant to work. For the “big picture,” funding is received, used for hiring and training interventionists and +1 Teachers. These actions result in focused reading instruction, improved literacy capacity in the school, improved student reading performance, and improvements in other areas of academic performance. The “detailed” tier breaks this down further into the activities and outputs for Funding, Staff, Professional development, and Struggling readers. The logic model also posits potential contextual factors which may affect implementation and the various levels of activities, outputs, and outcomes.

The RFA guidelines and logic model serve to inform how the evaluation questions are conceptualized, what data are collected, and how they are analyzed and reported. These documents also enable shareholders to clarify their understanding of the program and how it is meant to work, allowing for more accurate implementation and improved results.

CURRENT IMPLEMENTATION

The following section presents the implementation results for Interventions, RTA teachers, Funds, School Reading Team, +1 Teachers, and Assessments. Collected data from the evaluation is presented and compared to the RFA-based logic model. Potential issues are noted to assist KDE with future implementation.

Interventions: This evaluation used data from the RTA surveys and the Intervention Tab to explore schools' implementation in relation to the requirements set forth in the RFA. The survey data indicates that the majority of RTA teachers are using one or more of the Grant endorsed intervention programs. Less than 25% of respondents reported using another intervention program, which is permitted by the Grant provided they receive prior written approval from KDE. However, the majority of those using non-approved interventions reported using those interventions in addition to one or more grant-approved programs. See Figure 3 below for a complete breakdown of the Spring 2018 survey intervention use data.

Grade Served	CIM	LLI	EIR	RR	Other
Kindergarten (n=282)	106 (37.6%)	59 (20.9%)	31 (11.0%)	2 (0.7%)	15 (5.3%)
1 st grade (n=404)	135 (33.4%)	61 (15.1%)	35 (8.7%)	188 (46.5%)	13 (3.2%)
2 nd grade (n=281)	133 (47.3%)	62 (22.0%)	34 (12.0%)	5 (1.8%)	12 (4.3%)
3 rd grade	88 (31.5%)	50 (17.9%)	31 (11.1%)	2 (0.7%)	12 (4.3%)

Table 6: Intervention use from the Spring 2018 RTA teacher survey, n=277. Multiple responses were possible, so response percentages may not match the n or sum to 100%.

Data from the Intervention Tab indicates CIM is the most commonly recorded intervention, followed by LLI, EIR, and Reading Recovery. Of the non-grant approved interventions, Next Steps, Reading A to Z, and Ed-mentum Exact Path were the most commonly recorded.

Intervention Used	Number	Percent (%)
CIM	4, 568	42.2
LLI	2, 949	27.3
EIR	2,040	18.9
RR	1,636	15.1
Next Steps Guided Reading	101	1.0
Reading A to Z	62	0.6
Edmentum Exact Path	29	0.3

Table 7. Intervention use reported on Intervention Tab. Percentages are based on the number of students served, n=10,820. Some children received multiple interventions, percent totals may exceed 100%.

The content of interventions focused on Reading Phonics, Reading Fluency, Comprehension, and Vocabulary. Many students received interventions targeting multiple components of reading throughout the school year.

<i>Focus of Intervention</i>	<i>Number</i>	<i>Percent (%)</i>
<i>Reading Phonics</i>	10,041	92.8
<i>Reading Fluency</i>	9,709	89.7
<i>Reading Comprehension</i>	9,610	88.8
<i>Vocabulary</i>	9,210	85.1

Table 8. Reading components targeted by interventions reported on Intervention Tab. Percentages are based on the number of students served, n=10,820. Some children received multiple interventions, percent totals may exceed 100%.

Additionally, interventions were most often provided in-person (99.7% of students), on-site at the school (99.5% of students), Daily (80.5% of students), and in 30-minute blocks (86.1% of students). The average number of intervention hours received was 34.1 (21.22% of students), with a range of 0 to 234 hours.

RTA Teachers: The RFA establishes guidelines about RTA teacher experience, training, and how their time in school is spent. Each of the three surveys administered to the RTA teachers gathered information on the teacher-related data.

- *Experience:* RTA teachers averaged 17.71 years of teaching experience, with a range of 3-38 years. The most endorsed number of years teaching was 19 years of experience with 24 endorsements. None of the respondents reported having fewer than three years teaching experience prior to becoming an RTA teacher, in keeping with the RFA.
- *Certification:* At least 50% of respondents reported having a master's degree with an additional 41% reporting Rank 1 certification. The remaining 8% do not have a master's degree, but this is listed as preferred, not required. Additionally, 40.5% of respondents reported having a Reading endorsement or specialist certification while 12.4% reporting being national board certified.
- *Training:* RTA teachers are required to attend a KDE hosted training every fall in addition to on-going professional learning experiences throughout the school year. RTA teachers were asked about the professional learning activities they had engaged in on the Fall 2017 and Spring 2018 surveys. The figures below show that the majority of RTA teachers engaged in professional development for at least one intervention for an average of 7.8 hours over the course of the school year.

	Summer & Fall Teachers Trained	Average hours	Spring Teachers Trained	Average hours
CIM	141	6.45	138	4
EIR	33	4.28	30	3.25
LLI	74	1.41	38	4.6

RR	203	17	188	15.9
Other	17	8.25	6	6.67

Table 9. Number of RTA teachers who engaged in training for each intervention program and the average hours they trained.

Training Reported		
No Training	16	5.76%
Trained on one intervention	122	43.88%
Trained on two interventions	139	50.00%
Trained on three interventions	1	0.36%

Table 10. RTA Interventionist Training Experiences

- Activities:* The RFA stipulates that RTA teachers need to spend over half of their work time providing interventions to struggling readers, while the remaining time can be used to provide services to non-RTA students or in providing literacy-related leadership and support to classroom teachers. It states, "Examples of other leadership activities might include co-teaching during a reading class, collaborating with colleagues, encouraging family involvement, leading literacy trainings, etc." RTA teachers are required to submit a detailed schedule to KDE each fall to report the amount of time they are providing interventions. Evaluators surveyed RTA teachers, classroom teachers, and administrators about how the RTA teachers in their school spend their remaining time. Figure 6 provides a breakdown of the activities surveyed administrators and surveyed classroom teachers feel the RTA teachers in their schools participate in. Respondents were asked how much they agree with statements regarding the topics represented in Figure 6.

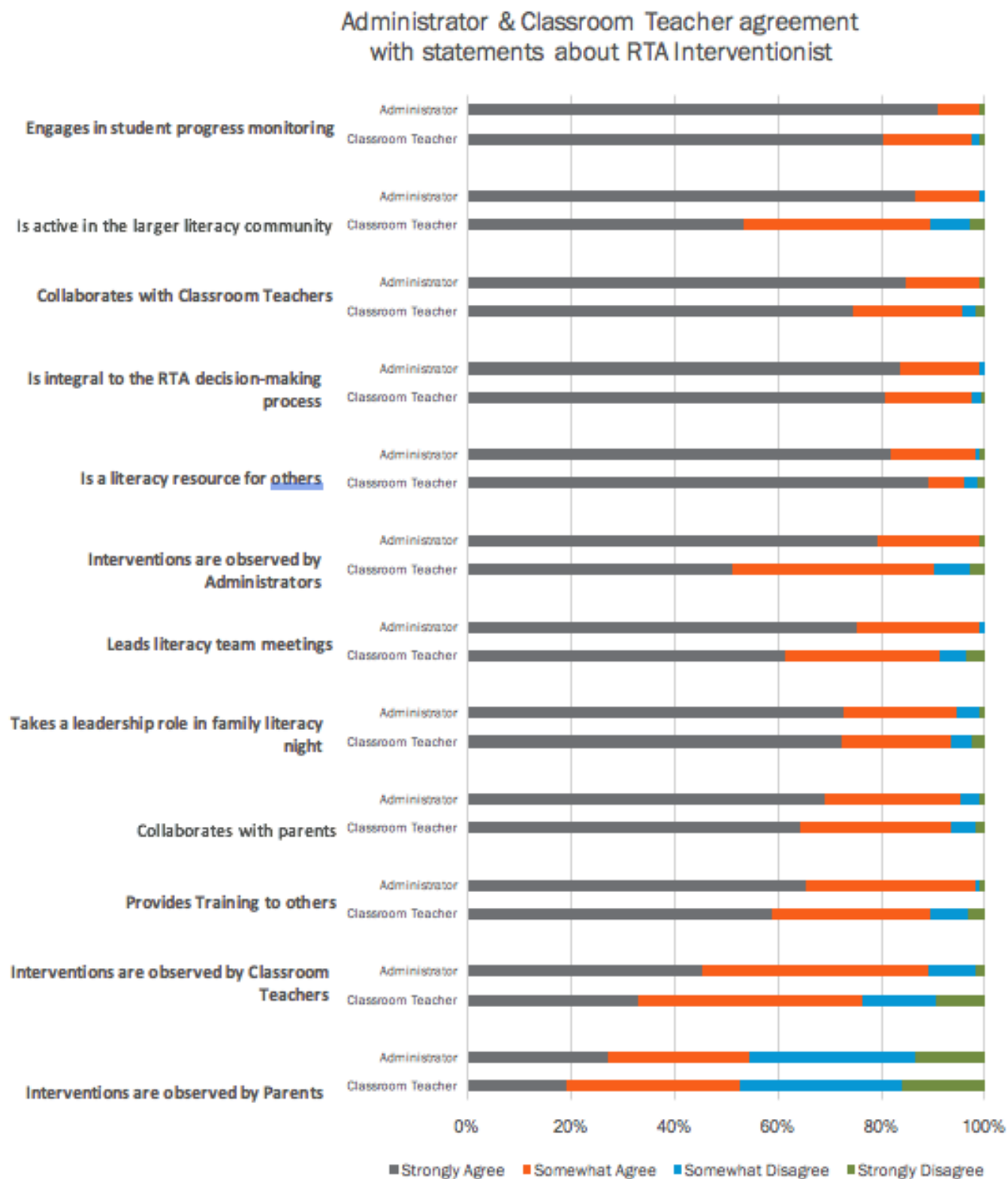


Figure 6. Administrator and Classroom teacher agreement with RTA Interventionist Tasks

RTA teachers and classroom teachers were also asked to discuss how they collaborate. RTA Interventionist collaboration with classroom teachers included:

- Selecting teaching materials
- Planning classroom instruction
- Sharing instructional strategies
- Identifying students for RTA intervention
- Monitoring student progress, and
- Working together with students in the classroom.

The data were triangulated between the classroom teachers and administrators, and between the classroom teachers and RTA interventionists. This cross-referencing revealed that RTA interventionists are engaging in grant-appropriate leadership activities and literacy support. Classroom teachers and RTA interventionists' reports of the frequency and type of collaboration were consistent across respondents, suggesting that these data are accurate reflections of the RTA interventionists' activities.

RTA funds: The RFA lays out how participating schools may use the grant funds. Principals and financial managers are required to submit assurances and detailed budget reports each year to ensure compliance with these stipulations. Administrators were asked to respond to questions about their RTA related spending to see how their actual appending compared to their initial budgets. As can be seen in the figures below, over 63% of respondents spent the majority of their RTA grant to fund the RTA interventionist's salary. These data suggest that administrators' spending is consistent with grant guidelines.

RTA Interventionist Salary

Percentage of Funds	Percent of Sample (%)
45%	0.9
60%	3.5
70-75%	0.0
76-79%	4.5
80-85%	6.3
86-89%	8
90-95%	13.4
96-100%	63.4

+1 Classroom Teacher Salary

Percentage of Funds	Percent of Sample (%)
0 – 1%	74.1
1-2%	5.4
3-4%	3.5
5-6%	7.1
7-8%	2.7
9-10%	4.4
11-12%	0.9
20%	1.8

Intervention Program

Percentage of Funds	Percent of Sample (%)
<1%	84.8
1-5%	8
5.1-10%	4.4
11-20%	0.9
21-30%	0.9
45%	0.9

Progress monitoring tool(s)/assessment(s)

Percentage of Funds	Percent of Sample (%)
0 – 0.9%	93.8
1%	0
2%	1.8
3%	0.9
4%	0.9
5%	2.7

Professional development/training

Percentage of Funds	Percent of Sample (%)
0 – 0.9%	73.2
1-4%	11.6
5-9%	8
10-15%	4.4
16-20%	2.7

Other*

Percentage of Funds	Percent of Sample (%)
0%	74.1
1-10%	10.7
11-20%	2.7
30%	0.9

Table 11. Percent of Read to Achieve Funds used by category.

*Other write-in responses include: Books for Family Night; Certified Substitutes [for RTA interventionists], Teacher/Employee benefits; Supplies; travel; registration; and tuition.

School Reading Team: The RTA requires the development of a school reading team to serve the school through building teacher literacy skills and overall literacy capacity within the school. RTA interventionists reported 98% of their schools had a formally identified School Reading Team, in agreement with the 97% of administrators who reported having the team. However, only 81% of +1 Teachers reported having a School Reading Team at their institution, suggesting they may be disconnected or unclear about the School Reading Team. Relevant shareholder surveys asked about the role and tasks of the team. Responses indicate that some schools are unclear about what their team is meant to do. Many respondents reported their team only engaged in “progress monitoring”, “identifying students”, and “data management” while others said their team was ‘working to establish clearer criteria’, “developing professional learning activities” for classroom teachers, and working to promote the “home-school connection” through family literacy events. Shareholder ambiguity may impede the team’s efficacy in promoting literacy and improving school literacy capacity.

+1 Teachers: The revised RFA created the +1 initiative, wherein classroom teachers with “exemplified service in literacy” become more active literacy leaders in their school. +1 Teachers are expected to attend KDE’s fall training, serve on the school reading team, participate in additional professional learning activities, and collaborate with the RTA interventionist. Three surveys were administered to the 2017-2018 +1 Teachers to gather baseline information about their training, experience, and collaboration with the RTA interventionist:

- +1 Teachers average 10.73 years of teaching experience.
- 69% of respondents had a master’s degree or Rank 1 standing.
- 4.6% were National Board certified, 14.5% had a Reading or Literacy Specialist Certification.
- 90.8% of respondents attended KDE’s Kentucky Reading Program training. 3.9% attended the Bellarmine Literacy Project Training, 1.4% attended the Kentucky Writing Project, 2.1% attended a different training, and 1.8% did not attend any Literacy training.
- 33% of respondents reported attending some sort of professional development activity during the school year.
- Approximately 57% of respondents reported collaborating with their RTA interventionist daily, 20.4% reported collaborating 2-3 times a week, and 7.8% met at least once a week. RTA interventionist responses agreed with this frequency.

In addition, +1 Teachers were asked to indicate which grades they taught. The following table provides a breakdown of all grades taught by +1 teachers who responded to the surveys in 2017-2018.

Grade	Number	Percent (%)*
Kindergarten	59	15.13
1 st grade	130	33.33
2 nd grade	161	41.28
3 rd grade	33	8.46
Other**	8	2.05

Table 12. Number of grades taught by +1 teachers.

*multiple responses are included in the individual counts. Percent column shows the percentage of total discrete responses (n=390) for each response category.

**Other write-in entries include: 4th grade (n=1), 5th grade (n=6), Reading Intervention, and Curriculum Supervisor.

The +1 Teacher appears to be visible: over 85% of classroom teachers who responded to the survey were able to identify their school's +1 Teacher. However, survey responses indicated that participants were unsure of the role +1 Teachers ought to play. Some participants reported their +1 Teacher served as a literacy leader with involvement equal to their RTA interventionist, while others described +1 Teachers as returning to their normal classroom teacher activities after completing the training. Qualitative data was collected from the current +1 Teachers to gain a more detailed picture of what +1 Teachers are doing to serve RTA students and their schools. This formative data will be analyzed in Fall 2018 and communicated to KDE so they can assist schools in gaining the most benefit from the +1 initiative.

These data suggest that there may be differing ideas of +1 Teacher roles with regard to training/professional development and membership on the school reading team. Several schools reported having difficulty selecting an eligible participant in time for KDE's July training. Others experienced attrition issues during the school year. However, it should be noted that this is the first year of the +1 Teacher initiative and such issues are a normal part of the implementation process. An in-depth analysis of participants' qualitative survey responses will be conducted as part of the 2018-2019 evaluation plan to explore these situations in more detail as well as participant's understanding of the role of the +1 Teacher. This analysis will be reported in the 2018-2019 report.

Assessments: The RFA requires schools to use a universal screener (reading assessment) to identify struggling readers in need of RTA interventions. RTA interventionist, classroom and +1 Teachers, and administrators were surveyed about their assessment use. The data indicates that schools use screeners as part of the student identification process, although it is not the only method of identification. Data collected from RTA teachers' surveys indicate the most common diagnostic screeners used were MAP (35.46%) and STAR (13.95%), with iReady (10%) and AIMSweb (5%) also being fairly popular. The assessments are also used in progress monitoring and was often part of the criteria to "successfully exit" interventions.

WHAT DO CURRENT DATA COLLECTION PRACTICES LOOK LIKE FOR RTA SCHOOLS?

Because the 2017-2018 academic year represents the first year of a new grant cycle, the evaluation team felt exploring data collection practices would assist shareholders with overall programmatic implementation as the program continued into its second year. To explore data collection practices, the evaluation looked at the program implementation data collected within the RTA schools and also at the data collected for the evaluation of the program. This process is designed to help ensure the reliability of the data used in the evaluation, allows for the improvement of data collection practices, and allows for streamlining of data collection. Reexamining the data that the evaluation collects also ensures that the evaluation is collecting data that speaks directly to either implementation activities or program efficacy.

INTERVENTION TAB DATA

As part of the requirement of the RTA program, RTA teachers input student and intervention-related data into an online portal called Intervention Tab. To explore this process of data collection, evaluators gathered RTA teachers' views on the use of the Intervention Tab platform in general and on the topic of student exiting data specifically. RTA surveys revealed several differences between the RFA and actual implementation. These data suggest there are variations in the meaning of "successfully exit[ing]" the intervention program, confusion regarding Intervention Tab data input, the school reading team, and the tasks/roles of the team and +1 Teachers.

Intervention Tab Platform: RTA interventionists were asked about their Intervention Tab use through multiple response questions about their training and confidence inputting data as well as through open-ended questions about their perceptions and experiences. Quantitative data from the close-ended questions indicate that over 98% of respondents had received recent training on Intervention Tab and that over 90% felt it was easy to use, understood input options, felt that they had sufficient training, and were confident in the correctness of their data input. However, the qualitative responses told a different story. Respondents reported being uncertain about exiting options, said the formatting was inefficient and confusing – causing them to make mistakes in the data entry, and shared experiences of having other interventionists in the school (i.e. RTI interventionists) accidentally editing their records causing RTA interventionists to be less confident about their data's accuracy. The qualitative themes are consistent with previous findings from the 2016 Desk Audit, suggesting there is room to improve the use of the Intervention Tab, as well as attend to the reliability and accuracy of its data.

Student Exiting Data: Previous evaluation data and discussions with KDE revealed that there may be disagreement among RTA interventionists and classroom teachers about the definition of different variables with Intervention Tab. Specifically, when reporting the end result of an intervention, RTA interventionists have the option to select:

1. Successfully exited intervention,
2. Exited to another intervention

3. Continued in intervention
4. Moved from school
5. Graduated, did not meet goals, and
6. Other.

In response to the qualitative feedback on the Intervention Tab in general, the evaluation team explored whether interventionists and classroom teachers have a shared understanding of “successfully exited intervention.” RTA and classroom teachers were asked what “successful exit” meant to them; 39.7% of RTA interventionist and 35.4% of classroom teachers believed it meant ‘Returning to classroom instruction only (no further interventions)’ while 55.3% of RTA interventionists and 55.2% of classroom teachers believed it meant ‘Completed specific intervention but may need additional services either now or in the future.’ Furthermore, 64% of RTA interventionists reported that successfully exiting services had different meanings for different students. Responses also suggested exit criteria were ambiguous or unclear. RTA interventionists endorsed using several criteria equally, while classroom teachers either did not know the criteria or reported using different criteria than their RTA interventionists. These inconsistencies complicate fidelity evaluation and make it difficult to compare exit rates across schools or student demographics.

SURVEY DATA

In addition to exploring these fidelity factors, this evaluation also examines what information is being collected for evaluation. This information is important as it allows the evaluators and shareholders to see what information has been previously collected. By reviewing this information, the evaluators can better understand what data are most important to answering shareholder questions and ensure that the relevant data are collected.

Past surveys have focused on fidelity information, such as what interventions are being used, what training teachers are engaging in over the year, how grant funds are being spent, as well as information on collaboration and teacher demographics. With the implementation of the +1 initiative and school reading team, the surveys also explored participants’ perceptions of the +1 initiative and the school reading team in addition to gathering baseline demographic information about the +1 Teachers. This year, questions about Intervention Tab use and confidence were added in response to the 2016 Desk Audit finding that its data may not always be as accurate or reliable as assumed. The evaluators also collected qualitative data on what tasks the +1 Teachers have been performing and how they perceive their role as literacy leaders. These data will be used to provide KDE with formative feedback about the implementation of the +1 initiative as well as informing the creation of subsequent surveys. These surveys also serve as multiple data sources with which to triangulate data, allowing evaluators to compare responses and estimate the data’s accuracy and reliability. The full surveys, including questions and aggregated responses, are provided in Appendices D, E, F, & G.

In response to the evaluation question, ‘What do current data collection practices look like for RTA schools?’, several changes are being planned for future surveys. First, evaluators intend to consolidate the

RTA and +1 surveys to reduce total surveys given per year; currently, the evaluation team plans to develop and administer two surveys per year for each group: one smaller survey in January and a slightly longer survey at the end of the Spring (target: April/May). Second, the evaluators will use the logic model, RFA, KDE feedback, and the new Evaluation Plan to streamline the surveys, ensuring that the data collected are useful and directly address the evaluation questions. As such, the surveys will focus on 1) Exploring Literacy capacity – this includes +1 initiative efficacy and mapping change over time, 2) Gathering implementation data – interventions used, how time is spent, budgetary concerns, etc., and 3) Addressing the evaluation questions- the current evaluation plan poses different questions each year as part of a long-term, broad evaluation.

BASELINE DATA FOR FUTURE EVALUATION

Some data collected from this year was not analyzed for the current report. This is because such data are being collected as part of a longitudinal assessment over the course of the current grant cycle. Baseline data such as shareholder perceptions of school literacy capacity, the +1 initiative, and student achievement will be collected each year, with patterns and changes over time being reported in the fourth year's final report.

See Appendix B for a detailed description of the evaluation plan for the current grant cycle, including evaluation questions for each year.

RECOMMENDATIONS

This evaluation examined survey responses from multiple school shareholders and multiple time points throughout the school year, data from the state sponsored record-keeping database Intervention Tab, and two markers of student achievement. The following conclusions were drawn from these data:

- Novice reduction rates in RTA schools are greater than similar non-RTA schools, particularly for Gap group students. This is particularly salient for schools pre- and post- new RTA funding. Similarly, RTA students continue to show gains in Fall to Spring growth on MAP assessments.
- Current student performance is following the same trend as previous years' RTA data.
- Inconsistencies exist in participants' understanding of how to define certain terms in the Intervention Tab.
- Teachers vary in their understanding of the purpose of the +1 initiative and role of the +1 Teacher.

In addition to the data analysis portion of the evaluation, we examined what data had been collected by past evaluations, what data would best address shareholder questions, and what methodological or instrumental changes needed to be made to collect those data. In response to our reflections, we constructed a program logic model based on the RFA and we developed a cycle-long evaluation plan that features different foci each year of the grant.

RECOMMENDATIONS

The 2017-18 evaluation revealed a number of potential recommendations that policymakers and shareholders should consider during future implementation of the RTA program. These recommendations are listed below:

Update Intervention Tab. In the January RTA interventionists survey, participants described how the program’s layout, formatting, and entry options were often confusing and inefficient. Participants also discussed how the current version enabled other interventionists (such as the RTi interventionists) to accidentally edit the RTA interventionist’s student entries instead of their own, causing inaccurate data to be reported.

We recommend considering ways to potentially:

- revise the formatting and layout to be more user-friendly and efficient,
- clarify what certain entry options mean (e.g. better defining or altering “Successfully exit”),
- add entry options for assessment scores,
- and enable interventionists to “lock” their entries to prevent accidental alterations.

Provide guidance regarding roles and tasks. The evaluation found that many participating shareholders were confused about what role and tasks the School Reading Team and +1 Teacher were meant to play. Being explicit about their roles and responsibilities, together with informal discussion, may provide clarification for the involved shareholders.

Continue to fund the hiring of reading interventionists. K-PREP data suggest that adding a reading interventionist through the RTA program has had a statistically significant positive effect on the reduction of students scoring novice at RTA schools. Qualified professionals who are dedicated to focused reading instruction for struggling readers seem to be making an impact.

Consider ways to incorporate a common assessment into RTA. Due to RTA schools using such a wide variety of reading assessments, only 55% of RTA students were included in the analysis of student achievement outcomes. *While this number provides a relatively broad look at K-3 achievement—MAP scores were collected from 59.8% of RTA schools-- if impact on student achievement is an important measure of success of the intervention, a common reading assessment within RTA schools would allow evaluators to more accurately measure this. If a common assessment is selected, it should be carefully reviewed for its validity in this context.*

EVALUATION PLAN FOR FUTURE YEARS

2017-2018 was the first year of a four-year evaluation plan. The following information overviews the plans for upcoming evaluation years. A complete research plan is provided in Appendix B. Further refinement of this plan is expected through discussions with KDE and the advisory council.

Year 2, 2018-2019 – Year two will focus on refining surveys to provide the necessary data to answer implementation, research and evaluation questions, while minimizing unneeded data collection. In addition, year 2 will focus on gathering approvals to collect student achievement data from non-RTA schools to provide a comparative look at aggregated RTA and non-RTA student achievement based on a variety of demographics. The evaluation will also focus on assessing program-level shareholder feedback and program-level data to provide feedback for future programmatic implementation.

Year 3, 2019-2020 – Using novice reduction data from the previous analyses, the evaluation will target outlier RTA schools that have high novice reduction to explore what practices are being implemented. In addition, the evaluation will assess if novice reduction continues in 4th and 5th grade at RTA schools compared to demographically similar non-RTA schools in the aggregate.

Year 4, 2020-2021 – In the final year of the grant cycle, the evaluation will focus on answering the summative questions around primary goals laid out for the grant (goals I & II). K-PREP and MAP data will be used to assess achievement across the grant cycle and quantitative survey data from pre-post (year 1 to year 4) will be assessed along with achievement data to triangulate impact of +1 Program.

See Appendix B for a detailed description of the evaluation plan for the current grant cycle.

CONCLUSION

For the 2017-2018 academic year, the Read to Achieve program reached 301 schools across Kentucky. From those 301 schools, 10,820 students received direct, targeted reading intervention services. Of these 10,820 students, a reported 40% of them “successfully exited” intervention services. While evaluation data collection revealed disagreement over the meaning of the term “successfully exited,” students in the MAP sample that were classified as successfully exiting were found to have grown an average of 5 points more than students who did not successfully exit, suggesting Intervention Tab data still paints an accurate picture of student success within an intervention.

Similarly, evaluation findings from past 3rd grade student achievement at RTA schools suggest that the RTA program may be having a school-wide impact. Particularly interesting, K-PREP data indicate that schools who received RTA for the first time for the grant cycle 2014-2017 showed a statistically significant reduction in the number of 3rd grade students scoring in the novice (or lowest) range on K-PREP reading scores. This same effect was seen for these schools in the number of gap-group students scoring in the novice range. With the implementation of the new +1 initiative, this school-wide impact may become more pronounced over the next years of the grant.

Additionally, in 2017-2018 the new +1 initiative began, promoting the professional development of classroom teachers at RTA schools by having a different classroom teacher each year engage in additional literacy training and collaborate with the RTA teacher. Collected shareholder survey data suggest the RTA teacher is engaging in a variety of ways in their school. Additionally, while not reported on this year, baseline data about the +1 teachers' role in the school was also collected and will be used to provide a baseline for a yearly comparison of the +1 teacher's role. By expanding literacy training to classroom teachers, there may be a school-wide impact on RTA schools and RTA schools' student achievement. K-PREP data has already suggested a school wide impact, and continued collection of school-wide K-PREP data should provide insight into the impact of the program. Additionally, continued collection of shareholder perceptions should help triangulate the impact.

While data suggest the RTA program is having a positive impact, implementation could be improved by providing more clarity to RTA teachers on how to best enter the data collected. Similarly, the +1 initiative may need to be further refined in some capacity to help these teachers understand their role within the RTA program. With 2017-18 being the first year of the +1 initiative, contextual factors may have impacted implementation.

Overall, with the new grant cycle, the RTA program is well-positioned again to make a positive impact on students in Kentucky.

APPENDICES

APPENDIX A: RTA PROGRAM HISTORY & REQUIREMENTS

PROGRAM REQUIREMENTS

While some flexibility exists, according to the 2014-15 RTA Assurance Statement, the Kentucky Department of Education (KDE) expects all schools participating in the KY RTA program to conform to several key program requirements. These requirements include providing a highly trained reading interventionist teacher, selecting an intervention from a grant approved list (all of which are short term and provide intensive reading instruction), participating in professional learning, and participating in an evaluation of the program.

Highly trained teacher. The KY RTA grant requires that schools provide highly trained RTA interventionists who have the necessary experience and education to serve the neediest students. Specifically, RTA interventionists must be: a highly trained/qualified, certified primary teacher with at least three years teaching experience in the primary grades who has, or is working toward, a master's degree in literacy. If the teacher has, or is working on, a master's degree in another area, has fifth year certification, or is National Board Certified, he/she will receive additional training in the stated intervention within the first year. (RTA Assurance Statement, 2014-2015)

Intervention programs. KDE provides some flexibility in selecting which program to use within a school to meet student needs. Prior to the 2014-15 academic year, RTA schools could select any reading intervention program. For the 2014-15 academic year, KDE provided a list of approved, research-based programs and asked schools to select one or more to implement. The lists varied by grade level and were approved for K-2nd and 2nd-3rd. In the 2016-17 academic year, the KDE website guided schools to choose from the following interventions: Early Intervention in Reading or EIR (grades K-3rd), Reading Recovery (1st), Comprehensive Intervention Model or CIM (grades K-3rd), and Reading Mastery (recommended for English Language Learners grades K-3rd).

Professional learning. The minimum professional learning required of all RTA interventionists, regardless of their chosen intervention, consists of webinars and trainings offered through KDE. During the 2016-17 academic year, this professional learning addressed the following topics: beginning of the year orientation, timelines, requirements, IC Intervention Tab information. In addition, KDE provided timely updates to share information on grant compliance, student testing, and upcoming events.

Program evaluation. The RTA program also required that RTA schools participate in the program evaluation process by completing surveys and maintaining the Intervention Tab in Infinite Campus. This requirement ensures that the CCLD can evaluate the RTA program and the impact the program has on student achievement in reading.

FUNDING HISTORY

Schools applied to the Kentucky Department of Education (KDE) requesting funds in one of four funding rounds offered between 2005 and 2008. Schools that received funding in 2008 renewed their grants every two years. Table 1.1 shows the number of schools that participated in RTA between 2005 and 2016, as well as the total RTA funds and average award amounts that have been provided during these years. Although most schools renewed their grants, the number of schools that participated in the RTA program fluctuated over the years due to schools closing and/or merging, as well as several schools opting out of the program (refer to previous year's reports).

Fiscal Year	Number of Schools	Total Funds*	Average Reward
2005	99	7.1	--
2006	113	11.1	--
2007	212	20.5	--
2008	309	23.56	\$63,949
2009	330	22.56	\$46,835
2010	328	22.56	\$60,000
2011	324	18.88	\$55,000
2012	322	19.69	\$48,500
2013	321	15.71	\$49,207
2014	321	15.62	\$48,500
2015	321	15.62	\$48,500
2016	320	15.62	\$48,500
2017	320	15.52	\$48,500
2018	301	15.52	\$50,000

--data not available

*amount includes funds allocated directly to schools and other program costs

Table A.1 *RTA funding in millions of dollars and number of schools participating each year since 2005.*

See Figure 7 on page 21 for a full break-down of how grant funds were spent.

APPENDIX B: RESEARCH PLAN 2017 - 2021

BACKGROUND

As one of the requirements of the Read to Achieve (RTA) program, the Collaborative Center for Literacy Development (CCLD) has been charged with evaluating the RTA program's impact on student reading achievement. This evaluation has an additional use of providing Kentucky Department of Education (KDE) administrators and the RTA Advisory Council formative feedback to improve the RTA program during implementation. CCLD has contracted the Evaluation Center at the University of Kentucky College of Education to develop and implement the required evaluation plan. The document below sets out the Evaluation Center's intended evaluation plans for the entire grant cycle beginning academic year 2017-2018 and ending academic year 2020-2021.

Any changes to current funding structures will necessitate alterations to the evaluation plan.

EVALUATION OVERVIEW

The 2017-2018 school year began a new grant cycle for the RTA program. In addition to the hiring of an interventionist, this grant cycle requires each RTA school to select a different classroom teacher each year to take part in literacy training—these teachers are referred to as “+1 Teacher” teachers. The purpose of these additional training requirements is to build overall school literacy capacity in RTA schools.

To provide formative feedback and an analysis of the impact of the RTA program, the Evaluation Center offers the following evaluation project plan for each academic year of the RTA grant. Each year of the project plan will focus on evaluating different components of the RTA program; however, the evaluation will have three primary goals:

- I. **Student Achievement:** Determine if students receiving reading interventions through the RTA program receive better achievement scores than their comparable peers and determine if that improvement is at a statistically significant rate.
- II. **+1 Program Impact:** Assess what impact the implementation of the +1 Program has on student achievement across RTA schools and on shareholder perceptions of the RTA program and school literacy capacity.
- III. **Fidelity of Implementation:** Provide formative feedback and develop measures throughout the grant cycle to assist KDE in improvement of programmatic implementation.

In each year, the Evaluation Center will focus on specific evaluation questions designed to build toward the goals above. In summary, the Evaluation Center's goals for each year are as follows:

- **Year 1, 2017-2018** – Year one will begin with a look back at the previous grant cycle to assess programmatic impact on student achievement which will inform the overall impact analysis of the

current grant cycle. Additionally, year 1 will focus on gathering baseline data, exploring current student achievement, working with KDE to document a logic model of the program, and providing formative feedback for improved implementation.

- **Year 2, 2018-2019** – Year two will focus on assessing fidelity of implementation based on the logic model developed in year one and developing a streamlined fidelity survey. In addition, year 2 will focus on gathering approvals to expand MAP data collection for student achievement data analysis and providing a comparative look at aggregated RTA and non-RTA student achievement based on a variety of demographics. The evaluation will also focus on assessing program-level shareholder feedback and program-level data to provide feedback for future programmatic implementation.
- **Year 3, 2019-2020** – Using novice reduction data from the previous analyses, the Evaluation Center will target outlier RTA schools that have high novice reduction to explore what practices are being implemented. In addition, the Evaluation Center will assess if novice reduction continues in 4th and 5th grade at RTA schools compared to demographically similar non-RTA schools in the aggregate.
- **Year 4, 2020-2021** – In the summative year of the grant cycle, the Evaluation Center will focus on answering the primary goals laid out for the grant (goals I & II). K-PREP and MAP data will be used to assess achievement across grant cycle and quantitative survey data from pre-post (year 1 to year 4) will be assessed along with achievement data to triangulate impact of +1 Program.

Below we provide an overview of our evaluation goals for each academic year of the grant cycle. An evaluation timetable of data collection plans connected to primary goals follows.

Year 1

2017-2018 Evaluation Plan

For the 2017-2018 academic year, the Evaluation Center will collect data to answer the following questions:

- 1.5 What did student achievement look like in RTA schools in the previous grant cycle (2013-2017) compared to non-RTA schools?
- 1.6 What does current RTA student achievement look like?*
- 1.7 What should programmatic implementation look like?
- 1.8 What do current data collection practices look like for RTA schools?

-
- 1.1 What did student achievement look like in RTA schools in the previous grant cycle (2013-2017) compared to non-RTA schools?

Previous evaluation data suggests RTA students' growth is significant. Using publicly available school report card data, the Evaluation Center will assess if RTA schools show better novice reduction rates on K-PREP scores over the life of the grant when compared to an aggregated grouping of peer schools. The Evaluation Center will assess K-PREP novice reduction for:

- RTA schools that were first-time recipients of the RTA grant in the 2013-2017 grant cycle
- RTA "gap-group students" including African American students, low SES students, and English Language Learners
- RTA schools matched demographically to non-RTA school

This data will also reveal what schools participating in the RTA program demonstrate a significant reduction in novice ratings over the past grant cycle. These schools will be targeted for further analysis in year 3 of the evaluation plan.

Data: Novice reduction data, school report cards

1.2 What does current RTA student achievement look like?*

Using current year MAP data, the Evaluation Center will assess fall to spring growth in reading scores to assess reading growth of students compared to national growth averages. In addition, the Evaluation Center will explore Intervention Tab exit data.

Data: RTA school MAP data, Intervention Tab data

**analysis of MAP data is contingent upon approvals of MAP data secured by CCLD for the 2017-2018 grant cycle. Beginning 2018-2019, the Evaluation Center will seek approvals from schools for MAP data.*

1.3 What should programmatic implementation look like?

Working with KDE, the Evaluation Center will document the logic model of the program to be used for future analysis of programmatic implementation. The logic model will be reported to the RTA Advisory Council to provide a clear understanding of programmatic expectations and requirements.

1.4 What do current data collection practices look like for RTA schools?

The Evaluation Center will solicit feedback on current data collection practices to assist KDE with improving overall data collection to improve reliability of results. Data will also be used in year 2 evaluation of program implementation.

Data: RTA interventionist surveys, +1 Teacher surveys, administrator surveys, classroom teacher surveys

In addition, the Evaluation Center will solicit feedback from RTA school shareholders on current literacy capacity. Baseline capacity data will be used for future assessment of impact of the +1 Program. Qualitative responses from this round of data collection will be assessed in year 2 of the grant cycle and quantitative data will be used in year 4 for the summative analysis of literacy capacity.

Data: RTA interventionist surveys, +1 Teacher surveys, administrator surveys, classroom teacher surveys

Year 2

2018-2019 Evaluation Plan

For the 2018-2019 academic year, the Evaluation Center will collect data to answer the following questions:

- 2.1 How does achievement of gap-group RTA students compare to gap-group non-RTA students?
- 2.2 What does RTA implementation look like in current RTA schools?
- 2.3 What improvements do shareholders feel could be made to the program?

2.1 How does achievement of gap-group RTA students compare to gap-group non-RTA students?

After soliciting and obtaining approval to collect MAP data from demographically similar non-RTA schools, the Evaluation Center will work with the state to collect demographic data on non-RTA school students. The Evaluation Center will then compare student reading MAP score growth for:

- RTA students, aggregated, compared to an aggregated group of students receiving comparable fall MAP reading scores
- Gap-group MAP growth scores for RTA and non-RTA students

In addition, the Evaluation Center will assess K-PREP novice reduction data for RTA and non-RTA students from the previous year to report initial findings from the first year of the grant cycle.

Data: MAP data, K-PREP data

2.2 What does RTA implementation look like in current RTA schools?

Using the logic model developed during year 1 of the evaluation, the Evaluation Center will solicit and collect data in Fall 2018 to assess programmatic implementation across RTA schools. Specifically, the Evaluation Center will assess what collected data reveals about how programmatic implementation looks compared to anticipated implementation.

Following fidelity analysis in Fall 2018, the Evaluation Center will develop and implement an updated fidelity survey to streamline the fidelity data collection process. These questions will provide a basis for assessing implementation in future years and provide literacy capacity data. The new, streamlined fidelity and literacy capacity survey will be administered each spring of the grant cycle beginning Spring 2019.

Data: Intervention Tab data, collected fidelity documentation, new survey, and TBD

2.3 What improvements do shareholders feel could be made to the program?

Using short qualitative survey questions collected during years 1 and 2 of the grant cycle, the Evaluation Center will analyze data on program-level shareholders' perceptions of program and how improvements could be made. Findings will be shared with KDE and the RTA Advisory Council to provide formative feedback for future implementation.

Data: qualitative surveys

Year 3

2019-2020 Evaluation Plan

In 2019-2020, the Evaluation Center will explore the following questions:

- 3.1 Is there a statistical difference in novice reduction in 3rd-5th grades for RTA schools versus non-RTA schools when aggregated?
- 3.2 What does RTA program implementation look like in schools with high novice reduction?

3.1 Is there a statistical difference in novice reduction in 3rd-5th grade for RTA schools versus non-RTA schools when aggregated?

Using all available school report card K-PREP data (through academic year 2018-2019), the Evaluation Center will assess if novice reduction continues in 3rd-5th grade at RTA schools compared to demographically similar non-RTA schools. Groupings will be assessed using similar comparisons established in year 1 of the grant cycle. These comparisons will include:

- RTA schools that were first time recipients of the RTA grant in the 2013-2017 grant cycle, continuing schools from the previous grant cycle(s), and schools new to the 2017-2021 grant cycle
- RTA gap-group students including African American students, low SES students, and English Language Learners
- RTA schools matched demographically to non-RTA school

3.2 What does RTA program implementation look like in schools with high novice reduction?

Using novice reduction data from the previous analyses, the Evaluation Center will target outlier RTA schools that have high novice reduction. In the Fall, the Evaluation Center will gather data to assess implementation at these schools. In the Spring, the Evaluation Center will develop an instrument to assess if these practices are being implemented more broadly.

Data: TBD, may include classroom observations, student interviews, teacher interviews, teacher focus groups, administrator interviews.

In addition, the Evaluation Center will solicit MAP data from the same schools in the previous cycle and administer fidelity survey questions in Spring 2020. This data will be used during the summative assessment of the grant cycle.

Year 4

2020-2021 Evaluation Plan

In the final year of the grant cycle, the Evaluation Center will attempt to answer the questions posed for the overall evaluation plan:

- 4.1 Do students receiving reading interventions through the RTA program receive better achievement scores than their comparable peers and is that improvement at a statistically significant rate?
- 4.2 What impact does +1 Program have on student achievement across RTA schools and on shareholder perceptions of the RTA program and school literacy capacity?

4.1 Do students receiving reading interventions through the RTA program receive better achievement scores than their comparable peers and is that improvement at a statistically significant rate?

Building on student achievement data collected from years 1-3, the Evaluation Center will collect new rounds of K-PREP 3rd-5th grade data and RTA and non-RTA school MAP data to assess student achievement using the same comparison groups as previously reported. The goal will be to provide an overall picture of student achievement to assess if the RTA program had a statistically significant impact on student achievement.

Data: MAP data, K-PREP data

4.3 What impact does +1 Program have on student achievement across RTA schools and on shareholder perceptions of the RTA program and school literacy capacity?

Using K-PREP scorecard data and MAP data, the Evaluation Center will assess:

- Aggregated growth of RTA school reading achievement compared to demographically similar non-RTA schools
- RTA school reading achievement growth in the current grant cycle compared to the previous grant cycle for (1) schools who received the grant both cycles and (2) schools who were new to the grant this cycle

In addition, the Evaluation Center will administer literacy capacity questions. These surveys will then be compared to each cycle's literacy capacity numbers to assess perceived changes in literacy capacity growth.

Data: RTA interventionist surveys, +1 Teacher surveys, classroom teacher surveys, administrator surveys

Evaluation Planning Matrix Timeline

Read to Achieve Evaluation Plan: 2017-2021*						
Timetable		Task	Details	Goal Alignment		
				Student Achievement	Plus 1 Impact	Fidelity
Year 1 (17-18)	Fall	Fidelity & Literacy Capacity Surveys	Distribute		X	X
	Spring	Research Plan development	Research Plan development	X	X	X
		Fidelity & Literacy Capacity Survey	Distribute		X	X
		Logic Model Development	Development	X	X	X
		K-PREP data	2013-2017 (previous grant cycle) novice reduction analysis	X		
	Summer	MAP data: RTA schools**	RTA school data analysis	X		
		Intervention Tab	Effectiveness analysis			X
		Reporting	Year 1 Goals	X	X	X
Year 2 (18-19)	Fall	MAP data	Coordinate RTA and non-RTA school data	X		
		Fidelity Assessment (Fall 2018)	Assess implementation based off logic model	X	X	X
		NEW Fidelity & Literacy Capacity Survey	Development		X	X

	Spring	NEW Fidelity & Literacy Capacity Survey	Distribution		X	X
		Fidelity & Literacy Capacity Survey	Analysis of years 1 and 2 qualitative data		X	X
	Summer	MAP data	Collection and analysis (RTA and non-RTA schools)	X		
		K-PREP data	2017-2018 novice reduction data (RTA and non-RTA schools)	x		
		Outlier Schools	Assessment and Solicit		X	X
		Reporting	Year 2 Goals	X	X	X
Year 3 (19-20)	Fall	Outlier Schools	Qualitative Data Collection		X	X
		K-PREP data	2013-2018 3rd-5th grades novice reduction analysis (RTA and non-RTA)	X	X	
		Fidelity & Literacy Capacity Survey	Validity and Reliability Assessment		X	X
	Spring	MAP data	Collection	X		
		Impact Practice Survey	Development (based on outlier analysis)	X	X	X
		Impact Practice Survey	Distribution	X	X	X
		Fidelity & Literacy Capacity Survey	Distribution		X	X
	Summer	Impact Practice Survey	Validity and Reliability Assessment	X	X	X
		Fidelity & Literacy Capacity Survey	Validity and Reliability Assessment		X	X
		Reporting	Year 3 Goals	X	X	X
Year 4 (20-21)	Fall	K-PREP data	2013-2020 novice reduction (RTA & non-RTA schools)	X	X	
	Spring	Fidelity & Literacy Capacity Survey	Distribution		X	X
		Impact Practice Survey	Distribution	X	X	X
		Fidelity & Literacy Capacity Survey	Analysis		X	X
		Impact Practice Survey	Validity and Reliability Assessment	X	X	X

		Impact Practice Survey	Analysis	X	X	X
	Summer	MAP data:	2018-2021 RTA and Non-RTA schools	X		
		Reporting	Summative Report	X	X	X
	*This evaluation plan is contingent upon funding provided by CCLD through KDE. Any changes to funding will necessitate alterations to the proposed research plan.					
	**MAP data collection for academic year 2017-2018 is contingent upon collection of data from CCLD.					

APPENDIX C: K-PREP DATA ANALYSIS

KDE provided K-PREP data for the years 2011-2017 for elementary schools in the state of Kentucky. Each school's percentage of scores falling into the Novice range was isolated, and all missing values were removed from the data set. The data was sorted into three conditions: Cohort 1 consisted of those schools who had participated in the RTA grant during the 2011 and 2015 grant cycles; Cohort 2 consisted of those schools who were new to the RTA program for the 2015 grant cycle; and Cohort 3, or the comparison group, consisted of those schools who had never participated in the RTA program and who were similar in size and demographics to the Cohort 1 schools. Schools in the comparison group sample were randomly chosen for each timepoint, so the sample size varies.

The percent Novice data for Cohort 1 schools were averaged for each timepoint across the two grant cycles. This was repeated for the comparison group schools. This process was repeated for each condition's Gap group percent Novice data. Below are the descriptive statistics for Cohort 1 and each sample from the comparison group.

Cohort 1 Descriptive Statistics for all students' percent Novice

	N	Minimum	Maximum	Mean	Std. Deviation
PCT_NOVICE-1112	235	4.0	66.7	24.688	11.7690
PCT_NOVICE-1213	235	4.5	70.6	24.757	12.1203
PCT_NOVICE-1314	235	2.5	63.6	22.469	11.0250
PCT_NOVICE-1415	235	1.1	56.6	21.092	10.6850
PCT_NOVICE-1516	235	3.1	72.4	23.557	12.1486
PCT_NOVICE-1617	235	1.4	82.0	23.290	12.8717
Valid N (listwise)	235				

Cohort 1 Descriptive Statistics for Gap group percent Novice

	N	Minimum	Maximum	Mean	Std. Deviation
PCT_NOVICE-1112	233	2.2	73.3	29.801	12.1223
PCT_NOVICE-1213	233	6.5	72.0	29.950	11.9404
PCT_NOVICE-1314	233	4.0	65.4	27.055	11.2051
PCT_NOVICE-1415	233	2.6	61.8	25.374	11.3260
PCT_NOVICE-1516	233	3.3	72.4	28.077	12.4898
PCT_NOVICE-1617	233	1.7	82.0	27.657	13.6446

Valid N (listwise)	233				
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Comparison Group Descriptive Statistics for all students' percent Novice

	n	Minimum	Maximum	Mean	Std. Deviation
16-17	196	1.90	76.30	24.12	13.52
15-16	394	1.10	75.00	24.02	13.22
14-15	389	1.20	66.10	22.02	13.39
13-14	400	2.0	62.90	23.50	11.78
12-13	410	3.60	67.20	25.33	12.33
11-12	412	1.40	72.70	25.02	12.63

Comparison Group Descriptive Statistics for Gap group percent Novice

	n	Minimum	Maximum	Mean	Std. Deviation
16-17	190	2.10	76.30	29.60	13.08
15-16	391	2.60	84.60	28.58	13.29
14-15	383	3.80	72.70	26.56	12.49
13-14	398	2.60	66.70	28.61	11.94
12-13	408	4.30	70.60	31.05	12.10
11-12	407	3.80	74.10	30.38	12.92

State average for percent Novice

	11-12	12-13	13-14	14-15	15-16	16-17
All Students	24.8	24.7	23.1	21.3	23.7	23.2
Gap group	31.90	32.0	29.6	27.2	29.8	29.2

Tests of significant difference between the groups were not conducted. These tests assume randomized control trial conditions wherein subjects would be randomly assigned to each condition group. As the circumstances of this evaluation does not allow for such random assignment, the analysis cannot control for potential selection bias. Therefore, descriptive statistics only are being reported here.

Cohort 2 represents schools new to the RTA program for the 2014 grant cycle. This allows evaluators to estimate the direct impact of the RTA program by comparing pre- and post- conditions. Data from the 2011 grant cycle (2011-2014) serves as the Pre-RTA condition, while data from the 2014 grant cycle (2014-2017) serves as the Post-RTA condition. Entries missing values were deleted from the data set, leaving a sample of 57 schools. The percent of novice scores for each condition was averaged and a two-tailed Paired Samples T-test was conducted comparing the pre-post means. Finally, the effect size of the difference was analyzed using Cohen's d. This process was repeated using the school's gap group data.

Cohort 2 Descriptive Statistics for all students' percent Novice

	N	Minimum	Maximum	Mean	Std. Deviation
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PCT_NOVICE_201112	57	6.30	63.50	28.2404	13.09651
PCT_NOVICE_1213	57	2.20	66.70	28.1439	14.09796
PCT_NOVICE_1314	57	2.70	56.70	27.8386	12.51771
PCT_NOVICE_1415	57	7.30	52.10	23.3772	10.63067
PCT_NOVICE_1516	57	4.10	49.00	25.9807	12.14670
PCT_NOVICE_1617	57	4.50	66.00	26.4579	12.90747
Valid N (listwise)	57				

Cohort 2 Descriptive Statistics for Gap group percent Novice

	N	Minimum	Maximum	Mean	Std. Deviation
PCT_NOVICE_201112	57	7	66	32.33	13.236
PCT_NOVICE_1213	57	3	68	33.08	14.055
PCT_NOVICE_1314	57	3	59	32.23	12.511
PCT_NOVICE_1415	57	10	53	26.84	10.786
PCT_NOVICE_1516	57	5	54	29.91	12.539
PCT_NOVICE_1617	57	5	66	30.09	12.885
Valid N (listwise)	57				

Results from the All Students Paired Samples T-test, 2-tailed

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre_mean & post_mean	57	.763	.000

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre_mean	28.0743	57	12.03810	1.59448
post_mean	25.2719	57	10.57031	1.40007

Paired Samples Test

		Paired Differences						
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
		Mean			Lower	Upper	t	df
Pair 1	pre_mean – post_mean	2.80234	7.89884	1.04623	.70650	4.89818	2.679	56
								Sig. (2-tailed)
								.010

There was a statistically significant difference between the pre-RTA ($m = 28.07$, $sd = 12.03$) and the post-RTA ($m = 25.27$, $sd = 10.57$) scores; $t(56) = 2.80$, $p = 0.01$. Cohen's $d = 0.355$, suggesting the practical effect size is small.

Results from the Gap group Paired Samples T-test, 2-tailed

► T-Test

[DataSet4]

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_mean	32.5450	57	11.74893	1.55618
	Post_mean	28.9491	57	10.32446	1.36751

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre_mean & Post_mean	57	.727	.000

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_mean - Post_mean	3.59591	8.26349	1.09453	1.40331	5.78850	3.285	56	.002

There was a significant difference between the Gap group pre-RTA ($m=35.55$, $sd= 11.75$) and post-RTA ($m= 28.95$, $sd= 10.32$) conditions; $t(56)= 3.60$, $p= 0.002$. Cohen's $d= 0.450$, suggesting a moderate practical effect size.

APPENDIX D: CLASSROOM TEACHER SURVEY

This survey was distributed in May 2018 to primary grade classroom teachers in RTA schools. The email was sent by the RTA and +1 Teachers at each school. The total number of teachers invited to participate in the survey and the number of follow up attempts are unknown. The survey data set includes 748 responses. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by “(qualitative).”

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. What grades do you teach? (select all that apply).

Grade	Frequency
1 st grade	277
2 nd grade	171
3 rd grade	108
Kindergarten	148
Other**	17
Multiple grades*	26

Multiple grades could be selected. Response combinations include: 1st & 2nd; 1st, 2nd, & 3rd; 2nd & 3rd; 3rd & “Other”; K & 1st; K, 1st, 2nd, & 3rd

“Other” responses included: 4th grade (7); 5th grade (3); Counselor (3); Pre-K (2); 4th & 5th (2); 5th & 6th (2); 6th; ESL; Principal; Reading Interventionist; and Special Education teacher.

3. Is this your first-year teaching at this school?

- a. No: 661
- b. Yes: 85

4. Do you have either of the following certifications?

- a. National Board Certified Teacher
 - i. No: 680
 - ii. Yes: 63
- b. Reading or Literacy Specialist Certification
 - i. No: 612
 - ii. Yes: 131

5. How many students in your classroom have received reading intervention services from the RTA teacher this year?

Number of Students	Frequency	Percentage (%)
0	26	3.5
1	71	9.5
2	98	13.1
3	93	12.4
4	111	14.8

5	103	13.8
6	72	9.6
7	50	6.7
8	41	5.5
9	17	2.3
10	20	2.7
11	2	.3
12	18	2.4
13	5	.7
14	2	.3
15	1	.1
16	2	.3
17	1	.1
19	1	.1
21	1	.1
24	1	.1
36	1	.1

6. How many of these students have successfully exited RTA intervention to less intensive reading instruction?

Number of Students	Frequency	Percentage (%)
0	171	22.9
1	161	21.5
2	122	16.3
3	79	10.6
4	69	9.2
5	41	5.5
6	14	1.9
7	15	2.0
8	11	1.5
9	5	0.7
10	6	0.8
12	1	0.1
20	2	0.3

7. How many of these students are involved in or have completed a referral process for special education services?

Number of Students	Frequency	Percentage (%)
0	367	49.1
1	171	22.9
2	111	14.8
3	27	3.6
4	15	2.0
5	4	0.5
6	1	0.1
8	1	0.1

8. What does “successfully exiting” reading intervention mean to you?

- The student has successfully completed this particular intervention but may require additional intervention either now or in the future.: **413, 55.2%**
- The student has reached their age-specific reading level, and they will be returning to ONLY classroom instruction (no more interventions).: **265, 35.4%**
- Other: **19, 2.5%**

9. What are your school's criteria for a student to "successfully exit" RTA services? (i.e. the student will no longer receive RTA interventions) Please select all that apply.

Response Option	Frequency	Percent (%)
Met established reading level	139	18.4
Achieved target score on assessment*	62	7.5
Grade level reading	35	4.7
Classroom performance as judged by the classroom teacher	4	0.5
No specified criteria have been set	29	3.9
Other**	9	1.2
Two responses selected***	164	21.9
Three responses selected***	178	23.8
Four or more responses selected***	84	13.8

*Assessments listed included:

- MAP= 174
- STAR= 84
- AIMS= 23
- DRA= 18
- iReady= 14
- FAST; DIBELS; & assorted others.

**“Other” responses include: Agreement between Classroom & RTA teachers (or Literacy Team members; 14); “Met specified goals”; Length of time in intervention; Student moved to Special Education; No Criteria; “Needed the spot”; and ‘I don’t know’ (5).

***Multiple responses possible. The most common response combinations include:

- “Grade level reading,” “Met established goals and reading level,” “Achieved target score on assessment,” and “Classroom performance as judged by the classroom teacher.” (81; 10.8%)
- “Grade level reading,” “Met established goals and reading level,” and “Classroom performance as judged by the classroom teacher.” (76; 10.2%)
- “Met established goals and reading level,” “Achieved target score on assessment,” and “Classroom performance as judged by the classroom teacher.” (56; 7.5%)
- “Grade level reading,” and “Met established goals and reading level.” (45; 6%)

10. (Q 29)

11. Please indicate how often you communicate about RTA students with the RTA Intervention teacher:

Response	Frequency	Percent (%)
Daily	292	39

Once a week	274	36.6
Once a month	92	12.3
2 – 3 times a year	30	4
Never	6	0.8

12. Have you adjusted your classroom instruction for RTA students based on the feedback and/or communication with your school's RTA teacher?

- a. No: 58 (7.8%)
- b. Yes: 636 (85%)

13. What components of your classroom instruction have you adjusted for RTA students based on the feedback and/or communication with your school's RTA intervention teacher(s)? Please check all that apply:

Response	Frequency	Percent (%)
Grouping	32	4.7
Instructional Skills/Content	18	1.5
Method of providing instruction	24	2.8
Reading Materials	12	1.5
Other*	19	2.5
Two responses selected**	156	20.9
Three responses selected**	175	23.4
Four or more responses selected**	220	29.4

*Other responses were open-coded; All "other" responses aligned with pre-existing response options and were added to the appropriate frequency counts.

**Multiple responses possible. The most frequent combination of responses selected include:

- "Reading materials," "Method of providing instruction," "Grouping," and "Instructional content/skills." (210, 28%)
- "Reading materials," "Method of providing instruction," and "Grouping." (71, 9.5%)
- "Reading materials" and "Grouping" (48, 6.4%)
- "Method of providing instruction," "Grouping," and "Instructional content/skills." (36, 4.8%)

14. Please indicate how frequently you collaborate with your school's RTA teacher in the following ways. Together my RTA teacher and I ...

	Always	Often	Sometimes	Rarely	Never
Selected teaching materials	31	170	312	96	106
Planned my classroom instruction	26	125	266	149	149
Identified students for interventions	274	281	126	12	22
Released students from interventions	202	178	214	52	69
Shared instructional strategies	163	314	184	28	26
Consulted on student progress	337	282	73	41	15
Worked together with students in the classroom	109	134	203	120	149
Monitored student progress	347	259	77	10	22

15. Rate the extent to which you agree with the following statements regarding the RTA intervention teacher: My RTA teacher....

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Attends literacy team meetings	605	82	13	15
Leads literacy team meetings	439	214	37	25
Provides training for others in your school and/or district	422	218	51	24
Lessons are observed by TEACHERS to enhance learning and/or understanding	237	309	102	67
Lessons are observed by PARENTS to enhance learning and/or understanding	127	222	206	106
Lessons are observed by ADMINISTRATORS to enhance learning and/or understanding	365	279	50	21
Collaborates with classroom teacher (frequent meetings/check-ins about students)	533	151	19	12
Coordinates and/or performs progress monitoring duties for Rtl students	575	121	11	8
Takes a leadership role in family literacy nights	518	149	30	18
Serves as literacy resource to others	549	42	16	8
Collaborates with parents	461	206	36	12
Is integral part of the Rtl decision-making process	578	119	12	6
Is viewed as literacy leader by others	560	127	19	9
Is active in the larger literacy community	381	258	56	20

16. Do you know who the +1 Teacher is at your school? (i.e. the teacher who was trained in reading intervention strategies along with the RTA teacher this year).

- a. No: 74 (9.9%)
- b. Yes: 641 (85.7%)

17. Please indicate how often you have used the +1 Teacher as a resource to enhance your literacy instruction:

Response	Frequency	Percent (%)
Daily	65	8.7
Once a week	129	17.2
Once a month	118	15.8
2 – 3 times a year	174	23.3
Never	154	20.6

18. Rate the extent to which you agree with the following statements regarding the +1 Teacher:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Attends literacy team meetings	412	167	31	26
Provides training for others in your school and/or district	243	249	89	55

Collaborates with classroom teacher	304	250	50	32
Takes a leadership role in family literacy nights	261	259	77	39
Serves as literacy resource to others	300	249	60	27
Is integral part of the RtI decision-making process	242	256	93	45
Is viewed as literacy leader by others	258	259	83	36
Is active in the larger literacy community	207	272	117	40

19. In what ways were you involved in your school's RTA intervention program (in some capacity) this school year? Please check all that apply.

	Frequency	Percent (%)
Received assistance from RTA teacher related to your instruction	53	7.1
Not involved	43	5.7
Participated in School Reading/RTA Team meetings	38	5.1
Participated in professional development conducted by RTA/+1 Teacher	19	2.5
Other (Please specify) *	6	.8
Observed RTA teacher	6	.7
Received assistance from +1 Teacher related to your instruction	4	.5
Two responses selected**	158	21.1
Three responses selected**	180	24
Four or more responses selected**	200	26.7

*"Other" responses included: Participated in Family Literacy Night events (11); Parent-teacher conferences (8); Collaboration/Discussion of student needs (8); Received resources (4); Attended summer training (2); Ran intervention (2); co-teaching; and "I am the +1 Teacher" (5).

**Multiple responses possible. The most frequently selected response combinations include:

- "Participated in School Reading/RTA Team meetings," "Participated in professional development conducted by RTA/+1 Teacher," "Received assistance from RTA teacher related to your instruction," and "Received assistance from +1 Teacher related to your instruction." (83, 11.1%)
- "Participated in School Reading/RTA Team meetings" and "Received assistance from RTA teacher related to your instruction" (58, 7.8%)
- "Participated in School Reading/RTA Team meetings," "Participated in professional development conducted by RTA/+1 Teacher," and "Received assistance from RTA teacher related to your instruction." (58, 7.8%)
- "Participated in School Reading/RTA Team meetings," "Participated in professional development conducted by RTA/+1 Teacher," "Received assistance from RTA teacher related to your instruction," "Received assistance from +1 Teacher related to your instruction," and "Observed RTA teacher." (50, 6.7%)
- "Participated in professional development conducted by RTA/+1 Teacher" and "Received assistance from RTA teacher related to your instruction." (36, 4.8%)

20. Please indicate the degree to which you agree with the following statements regarding the RTA program:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
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The RTA program has improved literacy at my school.	573	114	6	12
The +1 Teacher initiative will improve literacy capacity at my school.	416	200	58	27

21. (Qualitative)

APPENDIX E: ADMINISTRATOR SURVEY

This survey was administered via email by KDE in May 2018. It was also forwarded by each school's RTA and +1 Teachers. The total number of administrators invited to participate in this survey is unknown. The data set includes 113 responses. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by "(qualitative)."

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. What is your role at the school?

Position	Frequency	Percent
Principal	109	96.5
Vice Principal	3	2.7
Other*	1	0.9

*Other response: "Principal Interim."

3. How many primary classroom teachers does your school have?

Number of Teachers	Frequency	Percent
Kindergarten Teachers		
0	4	3.5
1	9	8.0
2	33	29.2
3	37	32.7
4	22	19.5
5	5	4.4
6	1	0.9
7	2	1.8
1st Grade Teachers		
0	2	1.8
.5	1	0.9
1	8	7.1
2	23	20.4
3	37	32.7
4	29	25.7
5	8	7.1
6 or more	4	3.6
2nd Grade Teachers		
0	1	0.9
0.5	1	0.9
1	9	8
2	25	22.1
3	41	36.3
3.5	1	0.9
4	21	18.6

5	10	8.8
6	1	0.9
6.5	1	0.9
3rd Grade Teachers		
0	3	2.7
1	8	7.1
2	25	22.1
3	38	33.6
4	30	26.5
5	5	4.4
5.5	1	0.9
6 or more	3	2.7

4. Please indicate what percentage of RTA funds is allotted to each of the following (if none, put 0):

○ RTA Teacher Salary

Percentage of Funds	Frequency	Percent of Sample
45%	1	0.9
60%	4	3.5
70-75%	0	0.0
76-79%	5	4.5
80-85%	7	6.3
86-89%	9	8
90-95%	15	13.4
96-100%	71	63.4

○ +1 Classroom Teacher Salary

Percentage of Funds	Frequency	Percent of Sample
0 – 1%	83	74.1
1-2%	6	5.4
3-4%	4	3.5
5-6%	8	7.1
7-8%	3	2.7
9-10%	5	4.4
11-12%	1	0.9
20%	2	1.8

○ Intervention Program

Percentage of Funds	Frequency	Percent of Sample
>1	95	84.8
1-5%	9	8
5.1-10%	5	4.4
11-20%	1	0.9
21-30%	1	0.9
45%	1	0.9

○ Progress monitoring tool(s)/assessment(s)

Percentage of Funds	Frequency	Percent of Sample
0 – 0.9%	105	93.8
1%	0	0
2%	2	1.8
3%	1	0.9
4%	1	0.9
5%	3	2.7

○ Professional development/training

Percentage of Funds	Frequency	Percent of Sample
0 – 0.9%	82	73.2
1-4%	13	11.6
5-9%	9	8
10-15%	5	4.4
16-20%	3	2.7

○ Other

Percentage of Funds	Frequency	Percent of Sample
0	83	74.1
1-10%	12	10.7
11-20%	3	2.7
30%	1	0.9

*Other write-in responses include: Books for Family Night; Certified Substitutes= 4, Teacher/Employee benefits= 5; Supplies; travel= 2; registration; and tuition.

5. Does your school supplement the grant funds to pay for the RTA interventionist/teacher?

- No: 8 (7.9%)
- Yes: 108 (92%)

6. How much money does your school contribute to supplement the RTA program or teacher?

Amount (\$)	Frequency	Percent (%)
100-1,000	3	2.9
1,000-5,000	10	9.6
6,000-10,000	24	23.1
10,100-15,000	15	14.42
15,100-20,000	17	16.3
20,100-25,000	13	12.5
25,100-30,000	7	6.7
30,100-40,000	3	2.9
41,000-50,000	9	8.7
50,100 +	3	2.9

*n=104. Range: \$100 - \$101,542.

7. What funding sources do you use to supplement the RTA program or teacher?

Funding source	Frequency	Percent
District funds	40	35.4
General funds	50	44.2
Title I funds	33	29.2

Other*	11	9.7
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*Other write-in responses include: "Professional Development"=2; "SBDM"=2; Sections 4 & 6; "SEEK"; "State FLEX focus"; "FR/YSC"; "Family Resource Center"; and "Board funds."

8. Does your school have a formally identified School Reading/RTA Team?

- No: 4 (3.5%)
- Yes: 108 (95.6%)

9. How many members are on the School Reading/RTA Team?

*n= 108; Only respondents who answered "Yes" to Question 8 were not shown this question.

Number of Members	Frequency	Percent (%)
2	3	2.7
3	21	18.6
4	28	24.8
5	20	17.7
6	15	13.3
7	3	2.7
8	11	9.7
9	3	2.7
10	1	0.9
12	2	1.8
14	1	0.9

10. Please identify members of the School Reading/RTA Team at your school. Check all that apply.

n= 113.

Member title	Frequency
RTA Teacher(s)	108
Principal	100
+1 Classroom Teacher	97
Data Coordinator	36
Other Administrator	33
Other*	34
Parent(s)	2

*"Other" write in responses include: Instruction & Curriculum Coaches=11; Counselor/School Psychologist= 7; Special Education teacher=6; Intermediate/Secondary teachers=6; Librarian/Media Specialist=5; Other Interventionist(s)= 4; Family Resource Center personnel=4; District personnel=3; Title I personnel=2; GAP Coordinator; "ACC"; and Social Worker.

*Multiple responses possible. The most common response option combinations include:

- RTA teacher(s), Principal, and +1 classroom teacher (n= 46).
- RTA teacher(s), Primary level Classroom teacher(s), Principal, and +1 classroom teacher (n= 26).
- RTA teacher(s), Data coordinator, Primary level Classroom teacher(s), Principal, and +1 classroom teacher (n= 13).

11. How frequently has your School Reading/RTA Team met this year?

Response	Frequency	Percent (%)
Daily	1	

2 – 3 times a week	2	
Once a week	19	
2 – 3 times a month	23	
Once a month	87	
1 – 3 times	41	
Other*	12	

*Other write-ins include: “3-5 times” (n=3), “Every nine weeks” (n=2), “As needed” (n=2), and “After every STAR screener.”

12. Who is primarily responsible for leading the School Reading/RTA Team meetings?

Member title	Frequency	Percent (%)
RTA Teacher(s)	115	
Principal	50	
Data Coordinator	11	
Other Administrator	4	
Other*	3	
+1 Classroom Teacher	2	

*Other response write-ins include: “All parties have equal responsibilities,” Literacy Coach, and “We all contribute.” Please note two *Other* responses were recoded as “Principal” and “Other Administrator” respectively.

13. What is the role of the School Reading/RTA Team at your school?

(qualitative)

14. What is your role (and associated tasks) within the School Reading/RTA Team?

(qualitative)

15. What is the role of the RTA intervention teacher within the School Reading/RTA Team?

(qualitative)

16. Is your school creating a School Reading/RTA Team?

*Note: this question was only posed to those who indicated their school did not currently have such a team.

- No= 1
- Yes= 3
- I don't know= 22

17. What will be the role of the School Reading/RTA Team in your school?

- “To assist teachers in literacy instruction and strategies.”
- “To choose teaching material, find resources, planning of RTI students.”
- “To help teachers with anything they need related to reading and phonics.”

18. Please indicate how often the RTA teacher and +1 Classroom teacher have collaborated this year (outside of the School Reading/RTA Team):

Collaboration	Frequency	Percent (%)
Daily	54	47.8
2-3 times a week	25	22.1

Once a week	17	15
2-3 times a month	7	6.2
Once a month	3	2.7
Unsure	3	2.7
Other*	2	1.8

*Other response write-ins included "3 times" and "RTA teacher resigned in Feb."

19. Beyond their normal duties as a classroom teacher, what services do the +1 Classroom teacher provide to your school?

(qualitative)

20. In your opinion, how has the +1 Teacher initiative affected the role of the RTA intervention teacher?

(qualitative)

21. Please indicate the extent to which you agree with the following statements regarding the RTA intervention teacher: My RTA teacher...

	Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Leads literacy team meetings	82	26	1	0
Provides training for others in their school &/or district	72	36	1	1
Lessons are observed by TEACHERS to enhance their lesson planning and teaching strategies	50	48	10	2
Lessons are observed by PARENTS to enhance learning and understanding	30	30	35	15
Lessons are observed by ADMINISTRATORS to enhance learning and understanding	87	22	0	1
Collaborates with classroom teachers (frequent and regular meetings/check-ins about students)	93	16	0	1
Collaborates with the +1 Teacher	95	14	1	0
Coordinates &/or performs progress monitoring duties for their intervention students as well as other RTI students	100	9	0	1
Takes a leadership role in family literacy nights	80	24	5	1
Serves as a literacy resource to others	90	18	1	1
Collaborates with parents (initiates regular contact, sends home materials, shares progress, invitations to conferences, etc)	76	29	4	1
Is an integral part of the RTI decision-making progress	92	17	1	0
Has positively impacted the overall literacy capacity at my school	95	14	1	0
Is active in a larger literacy community	95	14	1	0

22. Please indicate the extent to which you agree with the following statements regarding the +1 classroom teacher:

	Strongly agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Attends literacy team meetings	90	18	0	2
Leads literacy team meetings	41	53	14	2
Provides training for others in their school &/or district	45	54	7	4
Collaborates with classroom teachers (frequent and regular meetings/check-ins about students)	66	35	7	2
Collaborates with the RTA teacher	91	18	0	1
Takes a leadership role in family literacy nights	54	44	10	2
Serves as a literacy resource to others	57	46	5	2
Has positively impacted the overall literacy capacity at my school	72	31	4	3
Is active in a larger literacy community	44	45	16	5
The +1 Teacher INITIATIVE will be a benefit to my school in years to come.	79	27	2	2

23. How are students selected for RTA intervention?

Selection method	Frequency	Percent
Performance on a literacy assessment	54	47.79
Criteria established by the literacy team	34	30.1
Other*	6	15.0
District established criteria	11	9.7
Classroom teacher referral	5	3.5

*Other response write-ins include: Combination of the above (teacher referral and assessment scores)=3 and Grant established criteria=3.

**10 "Other" responses were coded as "literacy assessment or screener" and added to that category's count. Assessments included MAP(n=8) and STAR(n=2).

24. How many students at your school need RTA intervention but cannot be served?

Number of students	Frequency	Percent
0-10	44	40
10-25	42	38.2
25-50	25	25.5
50-75	9	8.2
100-160	5	4.5

*n= 110.

25. How has the +1 Teacher initiative affected the literacy services offered by your school?
(qualitative)

26. What are the criteria for a student to SUCCESSFULLY exit RTA services? (i.e. the student will no longer receive RTA interventions). Please select all that apply:

Criterion	Frequency	Percent
Met established goals and reading level	86	
Achieved target score on assessment	66	
Grade level reading	43	
Classroom performance as judged by the classroom teacher	41	
Other*	5	
No criteria established	2	

*Other response write-ins include: Grant established criteria; RTA team decision (n=3); and “Met established goals and reading level, but we continue to monitor them to make sure they are maintaining progress.”

**Multiple answers possible. Most common combination was ‘Met established goals, achieved target score on assessment, and classroom performance’.

Assessments used in Successfully exiting criteria include:

Assessment	Frequency
MAP	36
STAR	10
iREADY	9
Observation Survey	8
DRA	6
AIMSWeb	5
FAST	5
Diebels	3
Running Record	3
LLI	2
Reading Recovery	2
SLOSSAN	2
EIR; BAS; Keystone; and Lexia	1

27. The criteria to exit RTA services were established by...

	Frequency	Percent
The School Reading/RTA team	74	67.9
RTA Teacher	41	37.6
Principal	26	23.9
Agreement among shareholders (not RTA Team)	24	24.8
District standards	19	17.4
1+ Teacher	18	16.5
Other**	11	10.1

*n=109

**Other response write-ins include: Classroom teachers (n=4); Grant guidelines (n=3); and Reading Recovery criteria (n=2).

**Multiple responses possible. Frequency reflects total counts of endorsement. The difference in frequency between response combinations was non-significant.

28. What does “successfully exit” mean to you?

	Frequency	Percent
The student has reached their age-specific reading level, and they will be returning to ONLY classroom instruction	29	25.7

The student has successfully completed this particular intervention but may require additional intervention either now or in the future.	80	70.8
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*n=109

29. Can “successfully exit” mean different things for different students?

- a. No=19, 16.8%
- b. Yes= 90, 76.9%

30. What standardized literacy proficiency assessment(s) does your school use? (e.g. MAP, STAR, etc)

Assessment	Frequency
STAR & STAR Early Learning	115
MAP	77
iReady	16
FAST	6
Dibels	5
AIMSweb	5
DRA	5
Benchmark	4
Pass	3
NSGR	3
F&P	2
Observation Survey	2
Running Records	2
“Grade”; K-PREP; Reading Inventory; LLI; Reading Street; Core; Tower; or Spelling Inventory	1

31. The single most important benefit of your school’s RTA program is:

(qualitative)

32. The single most significant challenge of your school’s RTA program is:

(qualitative)

APPENDIX F: RTA TEACHER SURVEYS

FALL SURVEY

This survey was distributed by KDE in October 2017 to all 301 RTA teachers. The data set consists of 306 responses, for a response rate of 101% (Please note that a small number of schools had two RTA teachers at the time of this survey). The survey questions are listed below as they appeared on the survey, followed by aggregated responses.

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. How many years has your school had the RTA grant (including this one)?

Average number of years with the RTA grant was 8.26, with a standard deviation of 5.15 and a range of 1-20 years. 19.93% of respondents endorsed 1 year with the Grant followed by 17% endorsing 4 years and 13 years respectively.

3. How many weeks after the start of the school year did you begin RTA intervention instruction (not testing) with most of your students?

Average 2.78 weeks, standard deviation of 2.03, range= 1-30 weeks.

4. Please select the grade(s) your RTA program serves (select all that apply)

- Kindergarten= 79.74%
- 1st grade= 97.71%
- 2nd grade= 86.6%
- 3rd grade= 62.42%
- 4th grade and above= 0.33%
- Other= 0.65%: "I do not currently have any kindergarten students, but I will likely have some later in the year," and "Possibly 3rd grade, but not at present."

5. Select the program you are using for each grade (you may select more than one program if needed). If your RTA program serves students from a certain grade, but does not have a specific intervention selected for that grade select "No intervention selected."

Grade	Reading Recovery	CIM	EIR	LLI	Other	None
Kindergarten	2.05%	49.59%	14.75%	26.64%	6.15%	3.28%
1 st grade	69.77%	48.16%	14.75%	21.40%	4.01%	0
2 nd grade	0.38%	55.09%	15.47%	23.40%	6.04%	1.13%
3 rd grade	0.52%	50.26%	18.32%	24.08%	6.81%	1.57%
4 th	0	0	0	0	0	0
5 th				0.25%		

"Other" write-in responses:

- Kindergarten: Collaboration with +1 Teacher, teacher created material, guided reading & writing, co-teach/coach, Guided Reading +, literacy groups, Reading A-Z, Harcourt level readers, letter identification/formation, literacy toolkit, & Orton-Gillingham's Reading Street.
- 1st grade: Teacher created material, LLI & Raz-kids (RR training year), Scott Foreman's Reading Street (RR training year), guided reading, literacy groups, Reading A-Z, collaboration with +1

Teacher, RTI groups, Reading Horizons (RR training year), Jan Richardson's Guided Reading model, & Orton-Gillingham's Reading Street.

- 2nd grade: Raz-kids (RR training year), Scott Foreman's Reading Street, Teacher developed material, guided reading, guided reading, literacy, & RTI groups, Reading A-Z, Guided reading +, Reading Horizons, Harcourt's level readers, literacy toolkit, & Orton-Gillingham's Reading Street.
- 3rd grade: Raz-Kids, Co-teach, teacher developed materials, guided reading & writing, Reading A-Z, collaboration with CR teacher, guided reading group, Fountas & Pinnell's leveled literacy interventions, Harcourt's level readers, & Orton-Gillingham's Reading Street

Only respondents who endorsed using Reading Recovery were given the following questions, n=210.

6. What is the average group size for Reading Recovery? (if one-on-one, please enter 1)

Mean= 1, sd= 0.5, range= 1-5 students.

7. How many years have you been teaching Reading Recovery (including this year)?

Mean= 6.45, sd= 4.5, range= 1-30 years.

8. How many hours of training for Reading Recover have you received since July 1, 2017?

Mean= 16.87 hours, sd= 17.01, range= 0-51 hours.

9. What was the nature of this training? (select all that apply)

- Face-to-face= 87.5%
- Webinar= 0.43%
- Graduate class= 8.62%
- Other= 3.45%: Observation behind glass, Continuing contact

10. What is the level of confidence you have teaching Reading Recovery?

- Very confident= 69.52%
- Fairly confident= 29.52%
- Not very confident= 0.95%
- Not at all confident= 0

Only respondents who endorsed using CIM were given the following questions, n=171.

11. What is the average group size for CIM? (if one-on-one, please enter 1)

Mean= 4.05, sd= 0.62, range= 3-6 students.

12. How many years have you been teaching CIM (including this year)?

Mean= 4.5 years, sd= 2.74, range 1-12 years.

13. How many hours of training for CIM have you received since July 1, 2017?

Mean= 6.5 hours, sd= 2.74, range= 0.36 hours.

14. What was the nature of this training? (select all that apply):

*n=145

- Face-to-face= 97.93%
- Webinar= 0.69%
- Graduate class= 0
- Other= 1.38%: Professional development, book study.

15. What is the level of confidence you have teaching CIM?

- Very confident= 30.99%
- Fairly confident= 63.74%
- Not very confident= 2.92%
- Not at all confident= 2.34%

Only respondents who endorsed using CIM were given the following questions, n=43.

16. What is the average group size for EIR? (if one-on-one, please enter 1)

Mean= 4.3 students, sd= 0.95, range= 3-6 students

17. How many years have you been teaching EIR (including this year)?

Mean= 3.35 years, sd= 3.75, range= 1-24 years

18. How many hours of training for EIR have you received since July 1, 2017?

Mean= 4.28 hours, sd= 4.25, range= 0-18 hours.

19. What was the nature of this training? (select all that apply)

- Face-to-face= 81.4%
- Webinar= 54.76%
- Graduate class= 0
- Other= 23.81%: Team meeting with other RTA teachers, RTA teacher, revisited Catching Readers, training video/dvd, Baraba Taylor's online training, videos & books, PLC with RTAT

20. What is the level of confidence you have teaching EIR?

- Very confident= 55.81%
- Fairly confident= 39.53%
- Not very confident= 4.65%
- Not at all confident= 0

Only respondents who endorsed using CIM were given the following questions, n=73.

21. What is the average group size for LLI? (if one-on-one, please enter 1)

Mean= 3.55 students, sd= 2.14, range= 2-21 students.

22. How many years have you been teaching LLI (including this year)?

Mean= 1.41 years, sd= 1.28, range= 1-10 years.

23. How many hours of training for LLI have you received since July 1, 2017?

Mean= 13.12 hours, sd= 7.51, range= 0-40 hours.

24. What was the nature of this training? (select all that apply)

- Face-to-face= 84.93%
- Webinar= 2.74%
- Graduate class= 1.37%
- Other= 10.96: GRECC, online materials, video/reading, online videos, Fountas & Pinnell's videos, "When Readers Struggle"

25. What is the level of confidence you have teaching LLI?

- Very confident= 35.62%
- Fairly confident= 61.64%
- Not very confident= 2.74%
- Not at all confident= 0

Respondents who endorsed using Other Intervention were given the following questions. Sample size varies by grade and is listed below.

26. What is the average group size for Other Intervention? (if one-on-one, please enter 1)

Grade	Sample size	Mean	Standard Deviation	Range
Kindergarten	n=15	4.73	1.57	3-10
1 st grade	n=12	4.5	0.5	3-28
2 nd	n=16	4.31	0.68	3-5
3 rd	n=13	4	1	4-25

27. How many years have you been teaching Other Intervention (including this year)?

Grade	Sample size	Mean	Standard Deviation	Range
Kindergarten	n=15	3.53	4.43	1-17
1 st grade	n=12	1	0.5	0-12
2 nd	n=16	3.19	3.11	1-11
3 rd	n=13	1	1	1-10

28. How many hours of training for Other Intervention have you received since July 1, 2017?

Grade	Sample size	Mean	Standard Deviation	Range
Kindergarten	n=15	2.13	3.26	0-12
1 st grade	n=12	0	0	0
2 nd	n=16	1	0.5	0-65
3 rd	n=13	0.25	0.2	na

29. What was the nature of this training? (select all that apply)

Grade	Sample size	Face-to-Face	Webinar	Graduate class	Other
Kindergarten	n=15	100%	0	0	0
1 st grade	n=12	100%	0	0	0
2 nd	n=16	87.5%	0	0	12.5%
3 rd	n=13	100%	0	0	0

30. What is the level of confidence you have teaching Other Intervention?

Grade	Sample size	Very	Fairly	Not very	Not at all
Kindergarten	n=15	40%	60%	0	0
1 st grade	n=12	41.67%	50.0%	8.33%	0
2 nd	n=16	31.5%	62.5%	6.25%	0
3 rd	n=13	23.08%	69.23%	7.69%	0

31. Who is responsible for deciding which students will participate in RTA? Please select all that apply.

- RTA teacher= 99.67%

- Primary classroom teacher= 92.81%
- Principal= 79.41%
- Data Coordinator= 39.22%
- Other Administrator= 21.24%
- School counselor= 16.34%
- Parent= 15%
- Other= 21.57%: School reading team, curriculum/instruction coach, RTI teacher/other interventionist, Special Education teacher, Title 1 teacher, +1 Teacher, District RTI/KSI coordinator, ECE consultant, and Goal clarity coach.

32. How are students selected for RTA intervention? Please select all that apply.

*multiple responses possible, n=978 counts.

- Universal screener= 30.16% (295 counts)
- Classroom teacher referral= 27.30% (267 counts)
- Informal classroom performance= 21.98% (215 counts)
- Past RTA participation= 13.80% (135 counts)
- Referral from parent= 6.03% (59 counts)
- Other**= 0.72% (7 counts): RTA team, RTA teacher, RTA data, & teacher leader.

**32 "Other" entries were recoded as 'Universal Screener' and added to that category's count.

33. What is the name of the diagnostic used?

*Multiple responses possible. Responses yielded a total of 423 counts. The three most frequently named assessments are reported below:

- MAP= 35.46%
- STAR= 13.95%
- Observation Surveys= 13%

34. What is the highest level of education you have completed or the highest degree you have received?

- Bachelor's degree= 3.27%
- Rank 2= 4.9%
- Master's degree= 50.98%
- Rank 1= 40.85%

35. In what area is your post-graduate degree?

Qualitative, n=296. Most common themes include:

- Elementary/Early Childhood education,
- Literacy & Reading, and
- Reading & Writing

36. Do you have a National Board Certification?

- Yes= 12.42%
- No= 87.58%

37. Do you have a Reading/Writing endorsement or Specialist certification?

- Yes= 40.52%

- No= 59.48%

38. How many total years of teaching experience do you have (including this year)?

Average years of experience was 17.71 years, with a range of 3-38 years. The most endorsed response was 19 years with 24 responses.

39. How many years of experience do you have as a RTA teacher (including this year)?

The average years of experience as an RTA teacher was 4.89 years, with a range of 1-18 years. The most endorsed response was 1 year with 83 responses.

40. Gender:

- Woman= 99.67%
- Man= 0.33%

41. Race/Ethnicity

- White/Caucasian= 98.37%
- Black/African American= 0.65%
- Hispanic/Latina= 0.33%
- Multi-racial or Other Race/Ethnicity= 0.33%

JANUARY SURVEY

This survey was distributed by KDE in May 2018 to all 301 +1 Teachers. The data set consists of 230 responses, for a response rate of 76.4%. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by “(qualitative).”

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. Does your school have a formally identified School Reading/RTA Team?

- Yes= 97.7%
- No= 2.3%

3. How many members are on the School Reading/RTA Team?

Mean= 5.33 members, sd= 2.69, range 3-19 members. *n=293.

4. Please identify members of the School Reading/RTA Team at your school. Check all that apply:

- RTA teacher= 97.7%
- Data Coordinator= 32.0%
- Principal= 94.0%
- +1 Classroom teacher= 91.7%
- Other Administrator= 29.3%
- Parent(s)= 3.0%
- Other= 42.7%:

5. How frequently has your School Reading/RTA Team met this semester?

Response	Frequency	Percent (%)
Daily	1	0.3
2 – 3 times a week	1	0.3
Once a week	31	10.3
2 – 3 times a month	48	16.0
Once a month	109	36.3
1-3 times	72	24.0
Other*	30	10.0

6. Who is primarily responsible for leading the School Reading/RTA Team meetings?

- RTA teacher= 48.0%
- Data Coordinator= 6.3%
- Principal: 28.0%
- +1 Classroom teacher= 0.3%
- Other Administrator= 4.7%
- Other= 10.0%:

7. What is the role of the School Reading/RTA Team at your school?

(qualitative)

8. What is your role (and associated tasks) within the School Reading/RTA Team?

(qualitative)

9. What is the role of the +1 Classroom Teacher within the School Reading/RTA Team?

(qualitative)

10. Is your school creating a School Reading/RTA Team?

*This question was posed to those who responded “No” to question 2.

- Yes= 5 (1.7%)
- No= 1 (0.3%)
- I don’t know= 1 (0.3%)

11. What will be the role of the School Reading/RTA Team in your school?

(qualitative)

12. Beyond their normal duties as a classroom teacher, what is the role of the +1 Classroom Teacher in your school?

(qualitative)

13. Please indicate how often you have collaborated with your school’s +1 Classroom Teacher this semester:

Response	Frequency	Percent (%)
Daily	160	53.3
2 – 3 times a week	65	21.7
Once a week	42	14.0
2 – 3 times a month	13	4.3

Once a month	11	3.7
Other*	8	2.7

14. Please indicate how frequently you collaborate with your school's +1 Classroom Teacher in the following ways: Together, the +1 Classroom Teacher and I...

	Always	Often	Sometimes	Rarely	Never
Selected teaching materials	5.3%	35.7%	45.7%	10.3%	3.3
Planned RTA instruction	8.7%	19.7%	4.7%	19.7%	11%
Planned classroom instruction	8.3%	31.3%	42%	16%	2%
Identified a student for intervention	33.7%	48%	16%	1.3%	0.7%
Released a student from intervention	27%	31.7%	28.7%	7%	5.3%
Shared instructional strategies	26.3%	54.3%	19%	0	0
Developed professional development activities	7%	24.7%	48%	14%	6%
Consulted on student progress	51.3%	43%	5.3%	0	0
Worked together with students in the classroom	46.3%	34.7%	14%	4%	0.7%
Monitored student progress	50.3%	41.3%	6.3%	1%	0.7%

15. Please provide your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The RTA intervention teacher has been helpful in improving my abilities as an interventionist.	26.7%	64.7%	7%	1.3%
I have specific time blocked out on my schedule for collaboration and co-teaching with the +1 Teacher.	61.3%	33.3%	4.3%	0.7%
The +1 Teacher is seen as a leader in my school.	35%	57%	7%	0.7%
The +1 classroom teacher has helped other classroom teachers improve their literacy practices.	31.7%	65.7%	1.7%	0.7%
The +1 classroom teacher has positively impacted overall literacy capacity at my school.	32%	64%	3.3%	0.3%
The +1 classroom teacher initiative will be a benefit to my school in the years to come.	42%	54.7%	2.7%	0.3%
The School Reading/RTA Team has led or has plans to lead a professional learning event/workshop/seminar with teachers at my school.	37.3%	58.3%	3.7%	0

16. When do students in your school receive the RTA intervention? Please check all that apply.

	Frequency	Percent (%)
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During other content instruction time (e.g. science, social studies, math)	114	38.0
Varies based on schedule	191	63.7
During a dedicated, school-wide intervention time	113	37.7
Other	34	11.3

17. Did you receive training on using the Intervention Tab?

- Yes= 98%
 - No= 1.3%
- *n= 298

18. What type of training did you receive regarding Intervention Tab use? Select all that apply.

*This question was posed to those who responded “Yes” to the previous question.

	Frequency	Percent (%)
Workshop	221	73.7
Webinar	130	43.3
Informal coaching	36	12.0
Other	46	15.3

19. When did you receive Intervention Tab training? Please list all the trainings you’ve received.

- August/September 2016= 46%
- August/September 2017= 90%
- Other= 13%

20. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Intervention Tab options are easy to understand	21.7%	71.0%	6.7%	0
Intervention Tab options are easy to use	22.0%	70.7%	6.7%	0.3%
I am always confident that I have selected the correct option	11.7%	65%	22.3%	0.7%
Instructions for using the Intervention Tab are easy to understand	16.0%	75.3%	8.3%	0
Intervention Tab training was sufficient to meet my needs	20.0%	71.3%	8.0%	0.3%

21. Would you like additional training on using the Intervention Tab?

- Yes= 16.7%
- No= 82.3%

22. What additional Intervention Tab training would you like to see?

*This question was posed to those who responded “Yes” to the previous question.
(qualitative)

23. Do you feel improvements could be made to the Intervention Tab?

- Yes= 35%
- No= 64.3%

24. What improvements would you specifically like to see?

*This question was posed to those who responded “Yes” to the previous question.
(qualitative)

25. What does “successfully exit” mean to you when entered in the Intervention Tab?

- “The student has reached their age-specific reading level, and they will be returning to ONLY classroom instruction (no more interventions)”= 39.7%
- “The student has successfully completed this particular intervention but may require additional intervention either now or in the future”= 55.3%
- Other= 4.7%

26. Can the selection of “successfully exit” in Intervention Tab mean different things for different students?

- Yes= 64%
- No= 35.7%

27. What are the criteria for a student to SUCCESSFULLY exit RTA services? (i.e. the student will no longer receive RTA interventions). Please select all that apply:

	Frequency	Percent (%)
No specified criteria	6	2.0
Grade level reading	23	67.7
Met established goals and reading level	264	88.0
Achieved target score on assessment	218	72.7
Classroom performance as judged by the classroom teacher	230	76.7
Other	30	10.0

28. Name of assessment?*

*This question was posed to those who endorsed “Assessment” on the previous question.

29. How were these exit criteria established? Select all that apply.

	Frequency	Percent (%)
+1 Classroom teacher’s personal understanding	58	19.3
Principal	79	26.3
Agreement among various shareholders (NOT in capacity of the School Reading/RTA Team)	131	43.7
School Reading/RTA Team	186	62.0
District standards	111	37.0

Other	39	13.0
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SPRING SURVEY

This survey was distributed by KDE in April 2018 to all 301 +1 Teachers. The data set consists of 230 responses, for a response rate of 76.4%. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by “(qualitative).”

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. Select the program you are using for each grade (you may select more than program if needed).

Grade	Serving Grade	Reading Recovery	CIM	EIR	LLI	Other
Kindergarten	78.70%	0	47.53%	13.90%	26.46%	12.11%
1 st grade	97.83%	43.42%	31.18%	8.08%	14.09%	3.23%
2 nd grade	88.45%	0.69%	30.95%	7.85%	13.86%	7.60%
3 rd grade	64.98%	0.46%	20.32%	7.16%	11.55%	6.56%

3. Please indicate which interventions, if any, you have received training in since January 2018 (select all that apply).

Subject of Training	Number of respondents
Reading Recovery	188
CIM	138
LLI	38
EIR	30
Assorted Other Interventions	6
No Training Received	16

4. How many hours of training for these interventions have you received since January 1, 2018?

Subject of Training	Average hours trained*
Reading Recovery	15.9 hours
CIM	Subject of Training
LLI	4.6
EIR	3.25
Assorted Other Interventions	6.67

*Extreme values were removed from the data to calculate a more accurate average.

5. What was the nature of this training? (Please select all that apply).

Mode of training	Frequency	Percent (%)
Webinar	33	8.87
Self-guided	12	3.23

Informal face-to-face	118	31.72
Graduate class	27	7.26
Formal professional development	151	40.59
Continuing Contact	9	2.42
Conference workshop	22	5.91

6. How confident are you in teaching the following interventions?

Intervention	Very Confident	Fairly Confident	Not Very Confident	Not at all Confident	No Response
RR	179	16	3	12	67
CIM	98	55	12	15	97
EIR	37	9	1	15	215
LLI	65	16	2	10	184

*Shaded areas represent values reported by teachers who do not use the indicated intervention. Teachers who use an intervention regularly are more likely to report feeling confident than those who do not.

7. Beyond their normal duties as a classroom teacher, what is the role of the +1 classroom teacher in your school?

(qualitative)

8. How has the +1 classroom teacher initiative affected your role and tasks within your school?

(qualitative)

9. Please indicate how often you have collaborated with your school's +1 classroom teacher this semester:

Response	Frequency	Percent (%)
Daily	152	54.87
2 – 3 times a week	71	25.63
Once a week	28	10.11
2 – 3 times a month	17	6.14
Once a month	9	3.24

10. Please indicate in what ways you collaborated with your school's +1 classroom teacher.

(qualitative)

11. Please provide your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The RTA intervention teacher has been helpful in improving my abilities as an interventionist.	33.9%	56.3%	8.3%	1.4%
The +1 Teacher is seen as a leader in my school.	36.8%	56.0%	6.1%	0.7%
The +1 classroom teacher has helped other classroom teachers improve their literacy practices.	33.2%	63.2%	2.5%	1.1%

The +1 classroom teacher has positively impacted overall literacy capacity at my school.	35.0%	58.8%	5.1%	1.1%
The +1 classroom teacher initiative will be a benefit to my school in the years to come.	41.9%	52.0%	5.1%	1.1%
The School Reading/RTA Team has led or has plans to lead a professional learning event/workshop/seminar with teachers at my school.	39.0%	57.4%	2.9%	0.7%

12. Please indicate how often you communicate about RTA students with the classroom teachers who have your intervention students.

	Frequency	Percent (%)
Daily	100	36.1
Once a week	130	46.9
Once a month	46	16.6
2-3 times a year	1	0.4

13. Have you adjusted your instruction of RTA students based on the feedback and/or communication with classroom teachers who have your intervention students?

- Yes= 98.2%
- No= 1.8%

14. What components of your instruction have you adjusted based on the feedback and/or communication with the classroom teachers? Please select all that apply.

	Frequency	Percent (%)
Grouping	223	81
Instructional Content/Skills	203	73
Method of providing instruction	121	44
Reading materials	127	46
Other*	18	6

n=277

*Other write-in entries include: Behavior, engagement, scheduling, and observations.

15. Please indicate how frequently you collaborate with your school's traditional classroom teachers in the following ways:

	Always	Often	Sometimes	Rarely	Never
Selected teaching materials	3%	13%	53%	23%	7%
Planned their classroom instruction	2%	10%	43%	33%	12%
Identified a student for intervention	60%	34%	6%	0	0
Released a student from intervention	47%	25%	26%	1%	0
Shared instructional strategies	17%	62%	19%	1%	0
Worked together with students in the classroom	12%	35%	33%	15%	4%

16. In January, we asked if you feel improvements could be made to the Intervention Tab. Is there any additional or new information about Intervention Tab that you'd like to share with us?

- Yes= 9.4%
- No= 90.6%

17. What additional information would you like to share about Intervention Tab?

This question was shown if respondents answered “Yes” to the previous question.
(qualitative)

18. What has your school’s School Reading/RTA Team discussed and/or implemented over the course of the school year?

(qualitative)

19. How many students during the 2017-2018 school year were considered eligible for reading intervention AND did not receive instruction from the RTA intervention teacher?

Mean= 21, sd= 31.49, range= 0-289. Median= 12.

Unserved students	Number	Percent (%)
0	61	22.02
1 to 10	69	24.91
11 to 20	53	19.13
21 to 30	32	11.55
31 to 40	17	6.14
41 to 50	17	6.14
51 to 75	17	6.14
76+	11	3.97

20. What happened to those students?

	Number	Percent (%)
No services received	5	2
Placed on wait-list	59	21
Served by another interventionist	157	57
Served by classroom teacher	144	52
Other*	35	13

*Other write-in entries include:

- Aide n=6
- Computer program n=6
- ESS n=6
- RTI n=6
- SPED n=4
- Tutor n=3
- Americorp n=2
- Grouping n=2
- Student teacher n=2
- Volunteer n=1

21. The single most important benefit of your school’s RTA program is:

(qualitative)

22. The single most significant challenge of your school’s RTA program is:

(qualitative)

APPENDIX G: +1 TEACHER SURVEYS

FALL SURVEY

This survey was distributed by KDE in July 2017 to the new +1 Teachers. The data set consists of 246 responses, not all schools had identified a +1 Teacher at the time of the survey. As such, the exact response rate is unavailable. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Qualitative, open-ended questions are followed by the most frequently seen response themes.

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. Gender:

- Woman= 236, 96.3%
- Man= 8, 3.3%

3. Race/Ethnicity:

- White/Caucasian= 239, 97.6%
- Black/African American= 2, 0.8%
- Hispanic/Latino= 1, 0.4%
- Asian/Pacific Islander= 1, 0.4%
- American Indian/Alaskan Native= 1, 0.4%

4. What grade(s) do you teach? Please select all that apply.

Grade	Number	Percent (%)
Kindergarten	20	8.16
1 st grade	110	44.90
2 nd grade	21	8.57
3 rd grade	11	4.49
Other	7	2.86

*16 entries had multiple responses. These are included in the individual counts.

**Other write-in entries include: 4th grade (n=2), 5th grade (n=3), Reading Intervention, and Special Education.

5. How many years of teaching experience do you have? (including the 2016-2017 academic year)

*n=244. Mean= 9.52 years, sd= 7.01, range= 1-27 years. Mode= 3 years.

Years of Experience	Number	Percent (%)
1 to 5	94	38.52
6 to 10	58	23.77
11 to 15	37	15.16
16 to 20	33	13.52
21 to 25	15	6.15
26+	8	3.28

6. What is the highest level of education you have completed or the highest degree you have received?

- Bachelor's= 70, 28.6%
- Rank 2= 12, 4.9%
- Master's= 118, 48.2%
- Rank 1= 44, 18.0%

7. Do you have either of the following certificates?

	YES	NO
National Board Certification	6.9%	92.7%
Reading/Literacy Specialist Certification	14.3%	85.3%

8. Have you participated in previous KRP training?

- Yes= 31, 12.7%
- No= 213, 86.9%

9. You indicated previous participation in KRP. Please specify the approximate time of your participation: I participated in KRP within the last...

	Number	Percent (%)
3 years	7	2.9
5 years	3	1.2
10 years	15	6.1
15 years	5	2.0

This question was shown to respondents who answered "Yes" to the previous question, n=30.

10. Please indicate your previous experience in other types of literacy professional learning within the last two years. Please check all that apply and provide details.

	Number	Percent (%)
Participated in school-wide professional development	183	74.69
Participated in district-level professional development	173	70.61
Participated in state-level professional development	93	37.96
Participated in national PD opportunities	84	34.29

*156 entries had multiple responses, these are included in the individual category counts.

**Write-in entries include: National Reading Recovery Conference (n=7), 2015 Daily 5, Eric Johnson, IRA, KEDC, KRP, Lucy Calkins Writing PD, NAEYC National conference, Head Start National conference, Reading Mastery, and Title I conference.

11. Please indicate your previous experience in other types of literacy professional learning within the last two years. Please check all that apply and provide details.

- Intervention based: Reading Recovery, LLI, guided reading, etc
- GRECC, Ed Camp, KVEC, CKEC, Abel & Atherton Writing, ECET, Elgin, KASC, KEA, KNP, KRP, KYSTE, Literacy Design Collaborative, Model Schools conference, Ky Ready Kids conference, Phonics Dance, Reading Wonders, SMART books, and Writing project.

12. Did your school have the RTA grant during the previous school year (2016-2017)?

- Yes= 165, 67.3%

- No= 45, 18.4%
- I don't know= 31, 12.7%

13. Please indicate who provided the PRIMARY support for struggling readers in your school:

This question was posed to respondents who answered "No" to the previous question, n=45.

	Number	Percent (%)
Classroom teachers	21	46.67
Full-time Reading Interventionist	18	40.0
Part-time Reading Interventionist	3	6.67
Other	3	6.67

*"Other" write-in entries include: Both the classroom teacher and part-time interventionist, RTI teacher, and Title I interventionist assistant.

14. During the previous year, did your school have a literacy or decision-making team?

n=241

- Yes= 124, 50.6%
- No= 48, 19.6%
- I don't know= 69, 28.2%

15. You have indicated that your school had a literacy or decision-making team during the previous year. Were you a member of this team?

This question was posed to respondents who answered "Yes" to the previous question, n= 123.

- Yes= 34, 27.64%
- No= 89, 72.36%

16. What reading intervention programs were used by teachers in your school during the 2016-2017 school year? Please select all that apply.

This question received 365 discrete responses.

	Number	Percent (%)
Reading Recovery	152	41.64
F & P LLI	60	16.44
CIM	55	15.07
EIR	28	7.67
Other	36	9.86
I don't know	34	9.32

*"Other" entries include: Orton-Gillingham (n=7), Reading Mastery (n=5), ERI (N=2), iReady (n=2), Lexia (n=2), Sidewalks (n=2)

17. Please indicate how frequently you collaborated with your school's RTA teacher in the previous year:

n=164. Mean= 6.78 hours, sd= 2.997, range= 0-10. Mode= 10.

18. In what ways were you involved in your school's RTA intervention program (in some capacity) during the previous school year? Please check all that apply.

I participated in the professional development conducted by the RTA teacher.	39	
I received assistance from the RTA teacher related to instruction.	148	

I was a member of the literacy decision making team.	22	
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19. Please rate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am confident in my ability to help struggling readers in my classroom.	23.7%	66.1%	6.5%	1.6%
I am viewed as a literacy leader (resource) by others in my school.	6.1%	52.7%	36.3%	2.9%
I regularly collaborate with teachers/administrators in my school.	49%	46.5%	1.6%	0.8%
I regularly collaborate with the families of my students	29.4%	64.1%	4.1%	0.4%

20. What do you hope to gain from participating in this year's KRP summer institute?

Qualitative. Themes include:

- Gaining new strategies, tools, techniques, and resources
- Becoming better supports/teachers
- Becoming a resource for teacher-teacher collaboration
- Strengthening skills

21. Please rate your level of agreement with the following statement:

	Strongly Agree	Agree	Neutral	Strongly Disagree
I believe participating in the Kentucky Reading Project will have a positive impact on my instruction.	70.6%	24.9%	0.8%	1.6%

JANUARY SURVEY

This survey was distributed by KDE in January 2018 to all 301 +1 Teachers. The data set consists of 282 responses, for a response rate of 93.69%. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by "(qualitative)."

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. Gender:

- Woman= 275, 97.5%
- Man= 7, 2.5%

3. Race/Ethnicity:

- White/Caucasian= 275, 97.5%
- Black/African American= 4, 1.4%

- Hispanic/Latino= 2, 0.7%
- Two or more races= 1, 0.4%

4. What grade(s) do you teach? Please select all that apply.

Grade	Number	Percent (%)
Kindergarten	59	15.13
1 st grade	130	33.33
2 nd grade	161	41.28
3 rd grade	33	8.46
Other	8	2.05

*multiple responses are included in the individual counts. Percent column shows the percentage of total discrete responses (n=390) for each response category.

**Other write-in entries include: 4th grade (n=1), 5th grade (n=6), Reading Intervention, and Curriculum Supervisor.

5. How many years of teaching experience do you have? (including the 2016-2017 academic year)

Mean= 9.5 years, sd= 7.01, range= 1-33 years. Mode= 3 years.

Years of Experience	Number	Percent (%)
1 to 5	122	43.26
6 to 10	65	23.05
11 to 15	41	14.54
16 to 20	41	14.54
21 to 25	16	5.67
26+	7	2.48

6. What is the highest level of education you have completed or the highest degree you have received?

- Bachelor's= 71, 25.2%
- Rank 2= 16, 5.7%
- Master's= 140, 49.6%
- Rank 1= 55, 19.5%

7. Do you have either of the following certificates?

	YES	NO
National Board Certification	4.6%	95.4%
Reading/Literacy Specialist Certification	14.5%	85.5%

8. What literacy professional development did you attend in summer 2017?

	Number	Percent (%)
KRP or KRP4RTA	258	91.49
Bellarmino Literacy Project (BLP)	11	3.9
Kentucky Writing Project (KWP)	4	1.4
Other*	2	2.1
None	7	2.48

*4 "Other" responses were recoded as pre-existing categories and included in those counts. The remaining responses consisted of: 'Jan Richardson Training' and 'Master's Program.'

9. What university was associated with your KRP or KRP4RTA training?

	Number	Percent (%)
University of Kentucky	48	17.0
Western Kentucky University	41	14.5
Morehead State	35	12.4
Kentucky State University	32	11.3
Eastern Kentucky University at Berea	29	10.3
Northern Kentucky University	22	7.8
Murray State	20	7.1
University of Louisville	18	6.4
Eastern Kentucky University at Harlan	11	3.9

*n= 256

10. Have you participated in previous KRP training?

*n= 256

- Yes= 38, 13.5%
- No= 218, 77.3%

11. You indicated previous participation in KRP. Please specify the approximate time of your participation: I participated in KRP within the last...

	Number	Percent (%)
3 years	8	28
5 years	4	1.4
10 years	16	5.7
15 years	10	3.5

This question was shown to respondents who answered "Yes" to the previous question, n=38.

12. Please indicate your previous experience in other types of literacy professional learning within the last two years. Please check all that apply and provide details.

	Number	Percent (%)
Participated in school-wide professional development	204	40.72
Participated in district-level professional development	197	39.32
Participated in state-level professional development	70	13.97
Participated in national PD opportunities	30	5.99

*Multiple response entries were divided and included in the individual category counts. Percent column reflects the percentage of total discrete counts, n=501.

13. How were you selected to be the RTA +1 classroom teacher from your school? Please select all that apply.

	Number	Percent (%)
I was selected by my principal.	222	78.7
I requested to participate.	66	23.4
I was chosen because I had not previously participated in literacy training.	20	7.1
I was chosen due to my changing role in my school.	12	4.3
Unsure	12	4.3

14. Did your school have the RTA grant during the previous school year (2016-2017)?

- Yes= 200, 70.9%
- No= 60, 21.3%
- I don't know= 22, 7.8%

15. Prior to having the RTA grant, who mainly provided support for your struggling readers?

This question was posed to respondents who answered "No" to the previous question, n=60.

	Number	Percent (%)
Classroom teachers	33	55.0
Full-time Reading Interventionist	21	35.0
Part-time Reading Interventionist	5	8.33
Other	1	1.67

* 3 "Other" write-in entries were recoded as an existing category and included in its count. The remaining "Other" response was "Instruction Tutor."

16. What reading intervention programs were used by teachers in your school during the 2016-2017 school year? Please select all that apply.

This question received 78 discrete responses.

	Number	Percent (%)
Reading Recovery	15	19.23
F & P LLI	18	23.08
CIM	5	6.41
EIR	1	1.28
Other	21	26.92
I don't know	18	23.08

*"Other" entries include: Orton-Gillingham (n=4), ERI (n=2), Corrective Reading (n=2), SRA (n=2), Reading Street (n=2), Engage NY, Journeys, Literacy First, Maria Carbo, Kagan Cooperative Learning, Reading Mastery, Seeing Stars, Sidewalks, & Wilson Reading.

17. Please indicate how frequently you collaborated with your school's RTA teacher in the previous year:

	Number	Percent (%)
Multiple times a week	116	58.0
Once a week	28	14.0
A couple of times a month	24	12.0
Once a month	16	8.0
Once every 2-3 months	2	2.0
2-3 times a year	5	2.5
Never	9	4.5

*n=200.

18. In what ways were you involved in your school's RTA intervention program (in some capacity) during the previous school year? Please check all that apply.

	Number	Percent (%)
I participated in the professional development conducted by the RTA teacher.	93	28.18
I received assistance from the RTA teacher related to instruction.	156	47.27
I was a member of the literacy decision making team.	61	18.48

Other*	20	6.06
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*Other write-in entries include: Progress monitoring/Case management (n=10); No involvement (n=5); Data analysis (n=2); "I was the RTA teacher"; Family Literacy Night; and PCLs.

19. During the previous year, did your school have a literacy or decision-making team?

n=281

- Yes= 184, 65.2%
- No= 36, 12.8%
- I don't know= 61, 21.6%

20. You have indicated that your school had a literacy or decision-making team during the previous year. Were you a member of this team?

This question was posed to respondents who answered "Yes" to the previous question, n= 183.

- Yes= 79, 43.17%
- No= 104, 56.83%

SPRING SURVEY

This survey was distributed by KDE in May 2018 to all 301 +1 Teachers. The data set consists of 230 responses, for a response rate of 76.4%. The survey questions are listed below as they appeared on the survey, followed by aggregated responses. Please note that open-ended, qualitative questions were not analyzed for this report. These questions are followed by "(qualitative)."

1. Please select your school district and school.

This data was reported to KDE. These responses are omitted to ensure respondents remain anonymous.

2. Is this your first-year teaching at this school?

- a. No: 223
- b. Yes: 5

3. Beyond your normal duties as a classroom teacher, what is your role (including tasks and responsibilities) as the +1 Classroom Teacher in your school?

(qualitative)

4. What is your perception of the role (including tasks and responsibilities) of your school's RTA intervention teacher?

(qualitative)

5. How has the +1 classroom teacher initiative affected the role and tasks of your RTA intervention teacher?

(qualitative)

6. Please indicate how often you have collaborated with your school's RTA intervention teacher this year:

Response	Frequency	Percent (%)
Daily	132	57.4

2 – 3 times a week	47	20.4
Once a week	18	7.8
2 – 3 times a month	7	3.0
Once a month	5	2.2
Other*	3	1.3

*Other responses include: 3-4 days a week; “just when she picks up my students”; and “illness prevented us from working as much as we would have liked.”

7. In what ways have you, in your role as a +1 Teacher, collaborated with the RTA teacher and/or other classroom teachers?

(qualitative)

8. In your role as a classroom teacher, please indicate how frequently you collaborated with your school’s RTA intervention teacher in the following ways:

	Always	Often	Sometimes	Rarely	Never
Selected teaching materials	0	99	89	12	12
Planned classroom instruction	0	99	88	17	8
Identified a student for intervention	0	173	35	4	0
Released students from interventions	0	80	100	18	14
Shared instructional strategies	0	177	33	1	1
Consulted on student progress	0	190	21	1	0
Worked together with students in the classroom	0	161	39	8	4

9. Please provide your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The RTA intervention teacher has been helpful in improving my literacy teaching abilities.	157	49	6	0
I am seen as a leader in my school.	71	131	10	0
The +1 classroom teacher initiative has positively impacted overall literacy capacity at my school.	112	97	3	0
The +1 classroom teacher initiative will be a benefit to my school in the years to come.	134	77	1	0
The Literacy Team has led or has plans to lead a professional learning event/workshop/seminar with teachers at my school.	104	96	12	0

10. Does your school have a formally identified School Reading/RTA Team?

- No: 26 (11.3%)
- Yes: 186 (80.9%)

11. How many members are on the School Reading/RTA Team?

*n= 185; Respondents who answered “No” to Question 9 were not shown this question.

Number of Members	Frequency	Percent (%)
2	1	
3	51	
4	43	
5	37	
6	12	
7	15	
8	16	
9	4	
10	2	
11	3	
12	1	

12. Please identify members of the School Reading/RTA Team at your school. Check all that apply.

n= 185. Of the +1 Teachers who have a school Reading/RTA Team, 89.2% report being members of the team.

Member title	Frequency
RTA Teacher(s)	185
Principal	167
+1 Classroom Teacher	166
Data Coordinator	51
Other Administrator	53
Other*	46
Parent(s)	6
Two options**	185
Three options	179
Four options	126
Five or more options	99

*“Other” write in responses include: Instruction & Curriculum Coaches (n=12), Other Interventionist(s) (n=9), Special Education teacher(s) (n=8), School Psychologist or Counselor (n=8), Intermediate/Secondary teachers (n=6), and assorted resource support personnel. Two write-ins of “Assistant Principal” were added to the *Other Administrator* count.

*Multiple responses possible. The most common response option combinations include:

- RTA teacher(s), Principal, and +1 classroom teacher (n= 46).
- RTA teacher(s), Primary level Classroom teacher(s), Principal, and +1 classroom teacher (n= 26).
- RTA teacher(s), Data coordinator, Primary level Classroom teacher(s), Principal, and +1 classroom teacher (n= 13).

13. How frequently has your School Reading/RTA Team met this year?

Response	Frequency	Percent (%)
Daily	1	
2 – 3 times a week	2	
Once a week	19	
2 – 3 times a month	23	
Once a month	87	
1 – 3 times	41	

Other*	12	
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*Other write-ins include: “3-5 times” (n=3), “Every nine weeks” (n=2), “As needed” (n=2), and “After every STAR screener.”

14. Who is primarily responsible for leading the School Reading/RTA Team meetings?

Member title	Frequency	Percent (%)
RTA Teacher(s)	115	
Principal	50	
Data Coordinator	11	
Other Administrator	4	
Other*	3	
+1 Classroom Teacher	2	

*Other response write-ins include: “All parties have equal responsibilities,” Literacy Coach, and “We all contribute.” Please note two *Other* responses were recoded as “Principal” and “Other Administrator” respectively.

15. What is the role of the School Reading/RTA Team at your school?

(qualitative)

16. What is your role (and associated tasks) within the School Reading/RTA Team?

(qualitative)

17. What is the role of the RTA intervention teacher within the School Reading/RTA Team?

(qualitative)

18. Is your school creating a School Reading/RTA Team?

*Note: this question was only posed to those who indicated their school did not currently have such a team.

- No= 1
- Yes= 3
- I don’t know= 22

19. What will be the role of the School Reading/RTA Team in your school?

- “To assist teachers in literacy instruction and strategies.”
- “To choose teaching material, find resources, planning of RTI students.”
- “To help teachers with anything they need related to reading and phonics.”

20. The single most important benefit of your school’s RTA program is:

(qualitative)

21. The single most significant challenge of your school’s RTA program is:

(qualitative)

APPENDIX H: INSTRUCTIONS FROM THE INTERVENTION TAB DATA STANDARD

Intervention Tab Planner document provided the following instructions for entering the Student Service Results status of each RTA student in the Intervention Tab of Infinite Campus.

1: Successfully exited intervention: The student successfully completed the Intervention Plan goals and was released from intervention services.

2: Exited to another intervention: The student exited this Intervention Plan to begin a **new Intervention Plan that requires a new record**. This occurs when a student changes intervention tiers or when there is a dramatic change in intervention programs or strategies used with students.

3: Continue in intervention: The student did not successfully exit the Intervention Plan by the end of academic year and will continue the Intervention Plan the following school year. **Only use this option if a student did not successfully exit intervention at the end of the school year and will be continuing the same intervention in the following school year.**

4. Moved from school: The student withdrew from this school. In this event, please ensure that the intervention records are sent to the new school in which the student enrolls to ensure the student does not lose valuable intervention time.

5: Graduated - did not meet goals: Select if the student received intervention services and graduated from the school before meeting benchmarks.

6: Other: Select only if options 1 through 5 do not describe the service results for this student. Then describe the results in "Student Service Results Other".

Student Service Results Other: Use this field to describe service results if 6: Other was selected for Student Service Results.

(<https://education.ky.gov/districts/tech/sis/Documents/DataStandard-Intervention.pdf>),

Tier status information provided by Intervention Tab Planner

Tier Status: A tier is a level in the system of intervention that includes interventions and supports for a clearly defined group of students. For the purposes of this data collection, only **Tier 2** (Targeted or Supplementary Instruction) or **Tier 3** (Intensive Instruction) need to be identified.

1: Tier 1: Tier 1 is highly effective, evidence-based core or universal instruction, provided to all students in the general education classroom. ESS may use this level but KDE does not require documentation of other types of Tier 1 intervention.

2: Tier 2: The targeted instruction is provided to a small group (best practice is up to 6-8 students) as a supplemental academic service to help meet grade-level benchmarks.

3: Tier 3: The intensive instruction is provided to the student individually or in a very small group (best practice is 2-3 students) as an intensive academic service to help the student meet grade level benchmarks.

(<https://education.ky.gov/districts/tech/sis/Documents/DataStandard-Intervention.pdf>),
p. 3